



AP Report to the Nation: A Closer Look at the Nation and Florida

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Ellen A. Sawtell, Jacqueline M. Gillie, and
Patricia Z. Smith

Session Overview

Report to the Nation

Florida - A Closer Look at One State

Hillsborough County Public Schools -
An Innovative Use of AP Potential

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Q & A

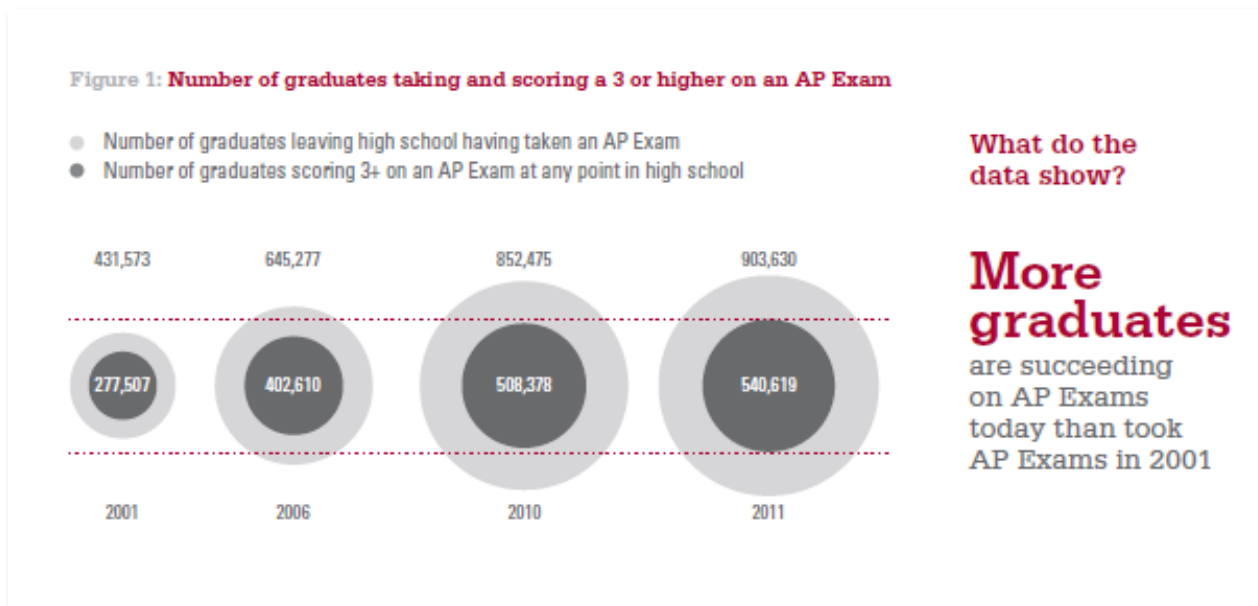
Primary objectives

1. **The Nation** - A deeper dive into key information.
 - a. Review how the AP population has changed over the past 10 years
 - b. AP participation and performance in the science, technology, engineering and mathematics (STEM) field.
 - c. Answer common questions around the growing Hispanic/Latino population in AP
2. **Florida** - A deeper dive into key information for one state.
 - a. Review how the AP population has changed over the past 10 years
 - b. Answer common questions around the growing Hispanic/Latino population in AP
3. **Hillsborough County** - Hear how one district in Florida uses AP Potential™ to help build its AP program.

Foundational understandings

- **This is cohort-level data only: not exam administration-level data.** This report looks at students' entire experience with AP — tracking exams taken by seniors throughout their high school careers — as opposed to reporting results from a particular AP Exam administration or calendar year.
- **This report represents public school students.** Because reliable demographic data for nonpublic schools are not available for all states, the report represents public school students only.
- The public school list is **refined** each year, which creates minor differences in a cohort's data over time.

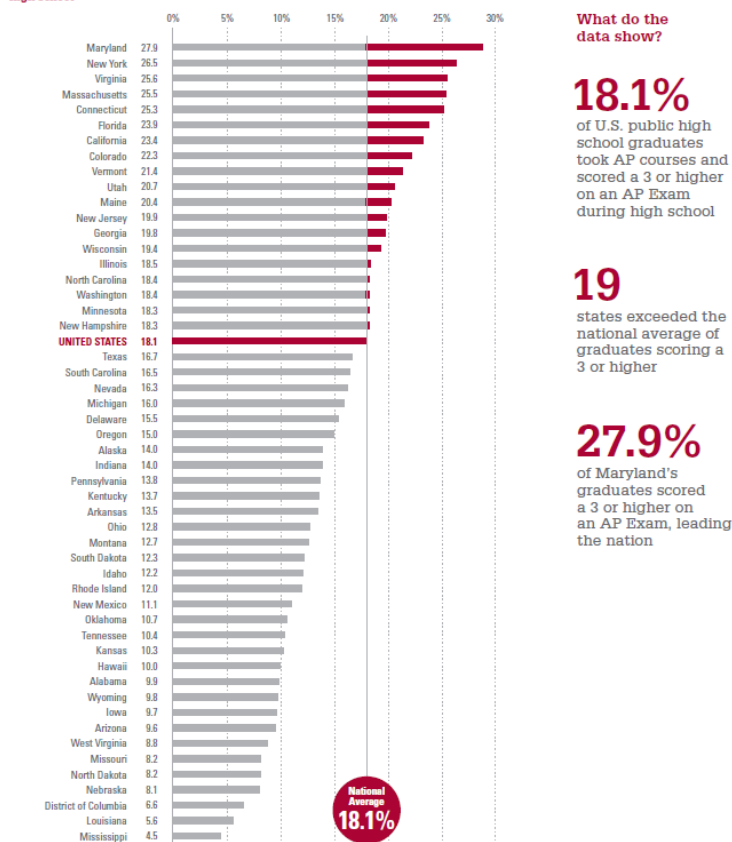
Figure 1: More graduates are succeeding on AP Exams today than took AP Exams in 2001



- As educators have expanded access beyond the elite few, more students have been led to achieve. And performing well on an AP Exam is a pathway to success in college.

Figure 2: 18 percent of U.S. public high school graduates scored a 3 or higher on an AP Exam during high school

Figure 2: Percentage of the class of 2011 scoring a 3 or higher on an AP Exam during high school



Raw numbers for this figure are available in Appendix A. Ties are alphabetized by state name.

- By looking at the proportion of all seniors (not just AP students) who are succeeding, educators and policymakers are better able to determine the extent to which all students are having the kind of academic experiences that will help them successfully complete college.
- Students scoring 3+ are counted only once, regardless of how many exams they took. There is no way to influence this percentage by restricting access to AP; students scoring 1s or 2s neither increase nor reduce the percentage.

Figure 3: 7.3 point increase since 2001 in the percentage of U.S. public high school graduates earning AP scores of 3 or higher

Figure 3: Percentage of the classes of 2001 and 2011 scoring a 3 or higher on an AP Exam during high school, ranked by percentage point change

	Change	2001 %	2011 %
10 points	Maryland	13.1	14.8
	Massachusetts	10.8	14.6
	Connecticut	10.8	14.5
	Florida	10.5	13.4
	Minnesota	9.7	8.6
	Maine	9.6	10.8
	Vermont	9.5	11.9
	Washington	9.3	9.1
	Arkansas	9.1	4.4
	Virginia	9.1	16.5
	Colorado	9.0	13.3
	Georgia	9.0	10.8
	Wisconsin	8.8	10.8
	New Hampshire	8.1	10.2
	Nevada	7.9	8.4
	New York	7.8	18.7
	Kentucky	7.7	6.0
	California	7.5	15.9
	Illinois	7.5	11.0
	Oregon	7.5	7.5
	Delaware	7.4	8.1
	Indiana	7.4	6.6
	UNITED STATES	7.3	18.8
	Michigan	7.1	8.9
	New Jersey	6.6	13.2
	Texas	6.2	10.5
	South Dakota	6.0	6.3
	North Carolina	5.8	12.6
	Rhode Island	5.8	6.2
	Alabama	5.7	4.2
	Idaho	5.6	6.6
	Montana	5.6	7.1
	Ohio	5.6	7.2
	Kansas	5.2	5.1
	Pennsylvania	5.0	8.8
5 points	Iowa	4.7	5.0
	South Carolina	4.7	11.8
	Nebraska	4.6	3.5
	New Mexico	4.6	6.5
	Oklahoma	4.5	6.2
	Alaska	4.3	9.7
	Wyoming	4.2	5.6
	Missouri	4.1	4.1
	West Virginia	3.9	4.8
	Hawaii	3.8	6.2
	Utah	3.8	16.9
	Louisiana	2.7	1.9
	North Dakota	2.4	4.8
	Tennessee	2.4	7.0
	Arizona	2.0	6.6
	Mississippi	1.8	2.7
	District of Columbia	-0.2	6.6
0 points			

Raw numbers for this figure are available in Appendix A. These are alphabetized by state name.

What do the data show?

7.3

point increase since 2001 in the percentage of U.S. public high school graduates earning AP scores of 3 or higher

22

states had a larger percentage point change over time than the national average

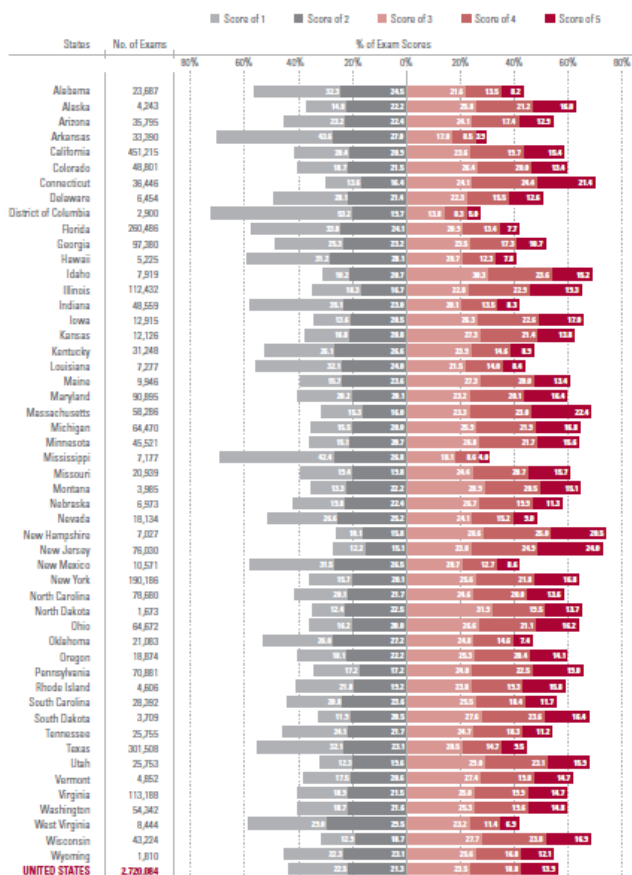
13.1

point increase in the percentage of Maryland's graduates scoring a 3 or higher on an AP Exam over the past 10 years, leading the nation

- By looking at the change in the proportion of all seniors who are succeeding, educators and policymakers can better determine the extent to which policies have impacted student success.

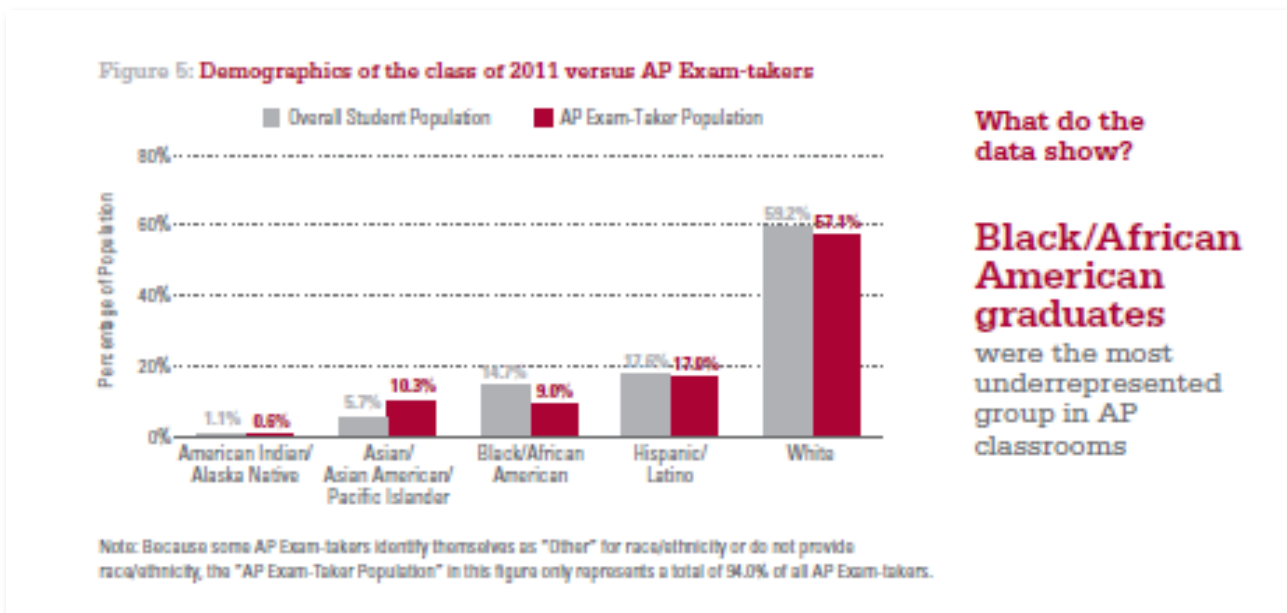
Figure 4: 56 percent of all AP Exams taken by the graduating class of 2011 received a score of 3 or higher

Figure 4: Score distributions of AP Exams taken by the class of 2011 during high school



- Increasing proportions of graduates are demonstrating their college readiness through success in AP. By looking at both Figures 2 and 4 side by side, you can get a richer understanding of how each state is performing. Our goal is to enable states to draw richer conclusions about next steps for fostering greater college readiness through AP.

Figure 5: Black/African American graduates were the most underrepresented group in AP classrooms



- Improving college success for all Americans, but most urgently for low-income and underserved minority students, is critical to our nation's economic and social health.

Figure 7: AP equity and excellence will be achieved when the diversity of our nation is proportionally represented within the population of students succeeding in AP

Figure 7: AP equity and excellence for underserved students

Defining equity and excellence

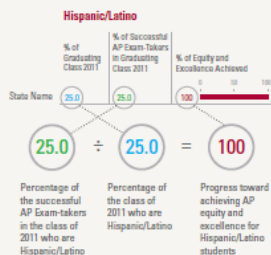
How well each state is enabling the diversity of its students to succeed in AP can be measured by comparing the demographics of that state with the demographics of its successful AP population.

For example, in the class of 2011:

if there are **1,000 students**,
and **250 students (25%)** are **Hispanic/Latino**,
and if **500 students score a 3 or higher** on an AP Exam,
then **125 Hispanic/Latino students (25%)** must
score a 3 or higher on an AP Exam in order to achieve
100% equity and excellence.

Measuring equity and excellence

The tables at right chart each state's, and the nation's, progress toward achieving equity and excellence. For each state, there are three numbers for each race/ethnicity:



*Precise number of American Indian/Alaska Native graduates for the District of Columbia is not available.

Black/African American

State Name	% of Graduating Class 2011	% of Successful AP Exam-Takers in Graduating Class 2011	% of Equity and Excellence Achieved
District of Columbia	90.0	32.7	37.4
Mississippi	50.3	10.5	21.0
South Carolina	37.9	8.0	21.1
Maryland	35.7	10.8	30.3
Georgia	29.1	11.8	40.9
Alabama	27.7	9.9	35.7
Arkansas	22.4	10.2	45.5
Delaware	30.1	7.8	25.9
North Carolina	29.9	8.8	29.4
Virginia	24.4	8.8	36.0
Illinois	21.8	9.8	45.0
Arkansas	21.1	9.8	46.5
Texas	20.1	7.1	35.3
Missouri	18.8	3.3	17.6
Illinois	16.0	4.3	26.9
Michigan	16.0	2.2	13.8
New Jersey	16.0	2.2	13.8
Iowa	15.6	4.2	27.0
New York	15.6	4.4	28.2
UNITED STATES	14.7	4.1	27.9
Pennsylvania	14.0	2.6	18.6
Ohio	13.8	2.9	21.0
New Mexico	11.9	2.9	24.3
West Virginia	11.2	3.0	26.8
Alabama	10.1	3.3	32.7
Kentucky	9.9	3.2	32.3
Indiana	9.5	2.5	26.3
North Dakota	8.9	1.7	19.1
Nebraska	8.9	1.7	19.1
Kansas	8.8	2.8	31.8
Wisconsin	6.6	1.2	18.2
Minnesota	6.3	1.7	27.0
North Dakota	6.0	2.2	36.7
Colorado	5.9	1.7	28.8
Montana	5.7	1.7	29.8
Michigan	4.9	1.8	36.7
Iowa	4.8	0.9	18.8
West Virginia	4.7	1.8	38.3
Alaska	3.9	1.0	25.6
Maine	2.6	1.0	40.0
New Mexico	2.5	1.0	40.0
Oregon	2.4	1.0	41.7
New Hampshire	2.0	0.5	25.0
Hawaii	1.9	1.0	52.6
Alaska	1.8	1.0	55.6
Montana	1.8	0.8	44.4
South Dakota	1.3	0.7	53.8
Utah	1.2	0.5	41.7
Wyoming	1.1	0.4	36.4
Idaho	0.7	0.5	71.4
Montana	0.7	0.1	14.3

Hispanic/Latino

State Name	% of Graduating Class 2011	% of Successful AP Exam-Takers in Graduating Class 2011	% of Equity and Excellence Achieved
New Mexico	49.9	28.1	56.3
California	42.8	29.5	69.1
Texas	40.4	33.8	83.7
Arizona	35.5	24.1	67.9
Nevada	32.2	21.1	65.5
Florida	29.9	20.2	67.5
Colorado	22.0	18.8	85.5
UNITED STATES	17.6	16.2	92.0
New Jersey	17.0	9.7	57.1
Rhode Island	16.0	8.0	50.0
Massachusetts	15.1	12.1	80.1
Illinois	15.1	9.2	61.0
Connecticut	14.5	12.0	82.8
New York	12.4	7.0	56.5
Washington	11.6	6.5	56.0
Idaho	11.0	3.8	34.5
Massachusetts	10.9	5.3	48.1
Nebraska	10.9	4.9	45.0
Utah	9.9	5.4	54.6
Kentucky	8.9	5.2	58.3
Wyoming	8.5	6.4	75.3
Oklahoma	8.4	7.3	86.9
Alaska	8.2	7.8	95.2
Maryland	8.0	7.4	92.5
North Carolina	7.9	5.2	65.8
Delaware	7.7	6.2	80.5
Virginia	7.3	6.8	93.2
Georgia	7.1	7.4	104.1
District of Columbia	6.9	1.0	14.3
Pennsylvania	6.9	5.0	72.6
Indiana	5.8	3.8	65.5
Wisconsin	5.5	3.4	61.8
Iowa	5.2	3.0	57.7
South Carolina	4.9	3.7	75.5
Michigan	4.9	3.7	75.5
Vermont	4.1	2.7	65.9
Minnesota	4.0	1.8	45.0
Kentucky	3.8	2.5	65.8
Alaska	3.4	3.8	109.1
Michigan	3.3	2.4	72.7
New Hampshire	3.0	2.4	79.3
Kentucky	3.0	2.5	83.3
Alaska	2.7	2.6	96.3
Montana	2.6	1.9	69.2
Texas	2.2	4.0	181.8
Idaho	2.1	2.1	100.0
Montana	2.0	1.5	75.0
South Dakota	1.7	0.9	52.9
Maine	1.5	1.4	93.3
North Dakota	1.4	1.3	92.9
Mississippi	1.3	2.4	184.6
West Virginia	1.2	1.4	116.7

American Indian/Alaska Native

State Name	% of Graduating Class 2011	% of Successful AP Exam-Takers in Graduating Class 2011	% of Equity and Excellence Achieved
Alaska	31.2	2.9	9.3
Oklahoma	19.8	2.5	12.6
New Mexico	11.3	1.4	12.4
Montana	8.1	1.1	13.6
North Dakota	6.8	0.5	7.4
Arizona	6.0	0.9	15.0
South Dakota	5.0	1.1	22.0
Oregon	2.2	0.2	9.1
Wyoming	2.2	0.4	18.2
Washington	2.0	0.7	35.0
Idaho	1.8	0.5	27.8
Minnesota	1.4	0.3	21.4
Utah	1.4	0.5	35.7
Kansas	1.3	0.7	53.8
Nebraska	1.2	0.6	50.0
Nevada	1.2	0.7	58.3
West Virginia	1.1	0.9	79.3
Arkansas	1.1	0.5	45.5
North Carolina	1.1	0.4	36.4
UNITED STATES	1.1	0.4	36.4
Alabama	1.0	0.9	90.0
Colorado	1.0	0.7	70.0
California	0.9	0.5	55.6
North Dakota	0.9	0.2	22.2
Alaska	0.7	0.3	42.9
Michigan	0.7	0.4	57.1
Iowa	0.6	0.1	16.7
Maine	0.6	0.5	83.3
New York	0.6	0.5	83.3
Delaware	0.5	0.7	140.0
Missouri	0.5	0.4	80.0
Honda	0.4	0.3	75.0
Montana	0.4	0.3	75.0
New Hampshire	0.4	0.4	100.0
Kentucky	0.4	0.4	100.0
Virginia	0.4	0.5	125.0
Connecticut	0.3	0.2	66.7
Illinois	0.3	0.2	66.7
Massachusetts	0.3	0.2	66.7
New Jersey	0.3	0.2	66.7
South Carolina	0.3	0.4	133.3
Indiana	0.2	0.3	150.0
Tennessee	0.2	0.3	150.0
Vermont	0.2	0.3	150.0
Georgia	0.2	0.3	150.0
Kentucky	0.1	0.2	200.0
Ohio	0.1	0.2	200.0
Pennsylvania	0.1	0.2	200.0
West Virginia	0.1	0.4	400.0
District of Columbia	0.1	0.0	0.0

Figure 7: AP equity and excellence will be achieved when the diversity of our nation is proportionally represented within the population of students succeeding in AP

- To measure a state's progress in achieving AP equity and excellence, we divide the **percentage of successful AP Exam-takers** from the class of 2011 who are of that demographic by the **percentage of all students** from the class of 2011 who are of that demographic.
- **Florida** is the only state with an underserved minority (Hispanic/Latino) making up more than 20 percent of its 2011 graduating class that achieved AP equity and excellence for that population.
- More work remains to be done to prepare these students for participation and success in AP. Students and educators routinely attest to how an AP experience, regardless of exam score, prepares students for college. And in the case of underserved minority students more work remains to ensure they are equitably represented in AP. But in order for these students **to reap the full benefits of AP**, students must be given the preparation they need in the years leading up to AP.

“Closer Look” pages with key data

59.4% of low-income AP Exam-takers in the class of 2011 were from underserved minority groups

Over half of black/African American AP Exam-takers in the class of 2011 were from CA, FL, GA, MD, NY or TX

5.9% of Hispanic/Latino AP Exam-takers in the class of 2011 took AP Spanish Language before taking other AP Exams

Half of American Indian/Alaska Native AP Exam-takers in the class of 2011 were from AZ, CA, FL, NM, OK, or TX

Figures 9a and 9b: More graduates are succeeding on AP STEM exams today than took these exams in 2001

Figure 9a: Numbers of graduates taking and scoring a 3 or higher on an AP science exam

- Number of graduates leaving high school having taken an AP science exam
- Number of graduates scoring 3+ on an AP science exam at any point in high school

Science

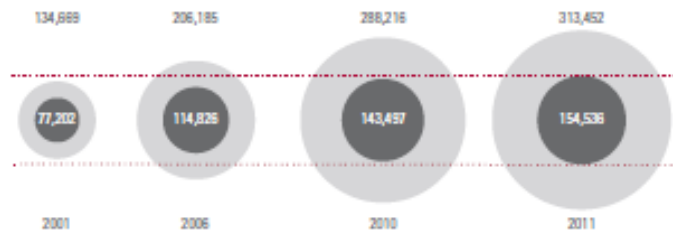
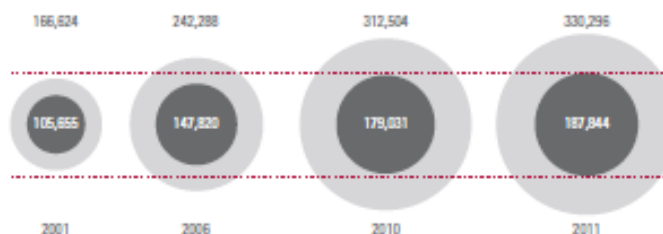


Figure 9b: Numbers of graduates taking and scoring a 3 or higher on an AP math exam

- Number of graduates leaving high school having taken an AP math exam
- Number of graduates scoring 3+ on an AP math exam at any point in high school

Math

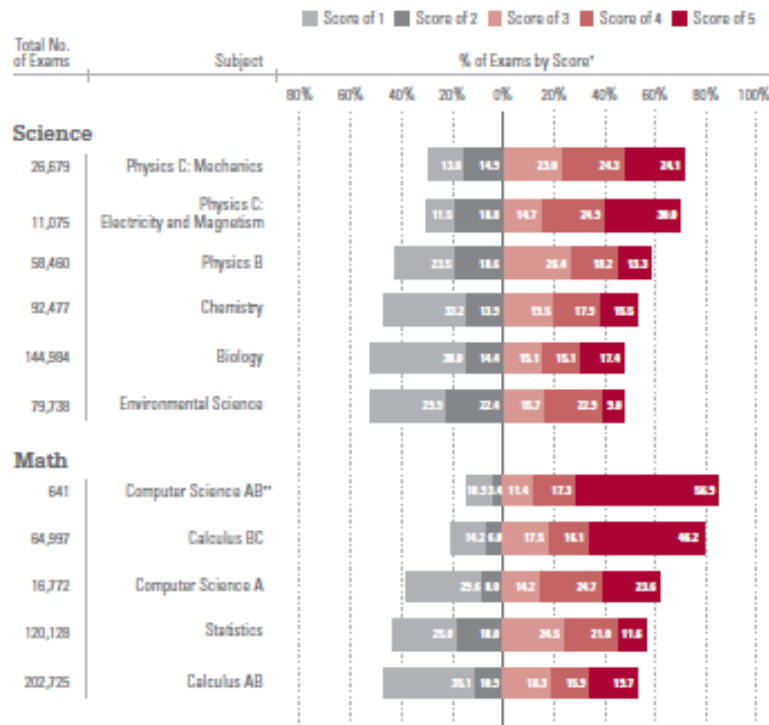


More graduates
are succeeding
on AP STEM exams
today than took
these exams in 2001

- Research shows that AP math and science students are more likely to pursue STEM degrees. Educators have increased the number of students participating in AP math and science AND helped these students succeed are supporting our nation's long-term prosperity.

Figure 10: Nearly 28 percent of AP Exam-takers in the class of 2011 scored 3 or higher on an AP STEM exam

Figure 10: Score distributions of AP STEM exams taken by the class of 2011 during high school



* Due to rounding, percentages do not always add up to 100.0.

**This exam was last offered in May 2009.

What do the data show?

27.6%

of AP Exam-takers in the class of 2011 scored a 3 or higher on a STEM exam

Three

AP STEM exams had 5 as the most common score

Five

AP STEM exams had an average score of 3 or higher

Participation and Performance by Race over the last 10 years

Black/AA AP Exam-takers in the class of 2011 **more than doubled** since 2001 and outpaced the national growth in participation (242 vs. 109%) and performance (184 vs. 95%)

Low Income by Race

41.7% of low-income AP Exam-takers in the class of 2011 were Hispanic/Latino

Since 2003, the percent of AP Exam-takers who are low income **doubled**

59.0% of Hispanic/Latino AP Exam-takers in the class of 2011 were low-income

Spanish Language Gateway Myth

%		Definition
16.0	Spanish Language Only	Student's only AP exam was AP Spanish Language
5.9	Gateway	Student took AP Spanish as first AP exam, followed by other exams in subsequent administrations
8.8	Concurrent	Student took AP Spanish in addition to one or more exams in first or only administration
7.2	Anti-Gateway	Student took other exam as first AP exam, followed by Spanish Language (with or without other exams)
62.1	No Spanish Language	Student never took AP Spanish language

Metrics without Spanish Language

However, the US and those states who have significant percents of Hispanics/Latinos greater than the US (17.6%) do note a significant depression of the percent with E&E with the removal of successful performers taking Spanish Language.

Report to the Nation

Florida - A Closer Look at One State

Hillsborough County Public Schools -
An Innovative Use of AP Potential

Contact Us

Q & A



Florida – A Closer Look at One State



The 8th Annual
**AP[®] Report
to the Nation**

State Supplement
February 8, 2012

Knowledge | Skills | Behaviors | Awareness



Florida

<http://apreport.collegeboard.org/report-downloads>



Figure 1: Growth in AP participation and success

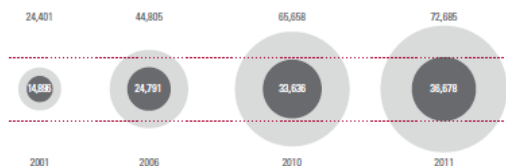
Figure 2: Participation in and success on AP Exams in the class of 2011

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Fostering Participation and Success

Florida Supplement

Figure 1
Growth in AP participation and success

- Number of graduates leaving high school having taken an AP Exam
- Number of graduates scoring 3+ on an AP Exam at any point in high school



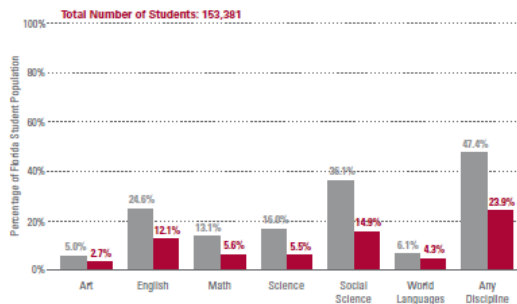
More graduates
are succeeding on
AP Exams today than
took them in 2001

Figure 1

- More students are succeeding today than participated ten years ago
- Successful students are given the credit and/or placement they deserve in Florida's higher education system

Figure 2
Participation in and success on AP Exams in the class of 2011

- Percentage of graduates leaving high school having taken an AP Exam
- Percentage of graduates scoring 3+ on an AP Exam at any point in high school



Social science
had the greatest
number of students
achieving a score
of 3 or higher

Figure 2

- More than 47 percent of the graduating class of 2011 took at least one AP Exam
- Nearly 24 percent received a 3 or higher on an AP Exam at some point in high school

Subject Area Exams:

- Art: Art History, Music Theory, Studio Art: Drawing Portfolio, Studio Art: 2-D Design Portfolio and Studio Art: 3-D Design Portfolio
- English: English Language and Composition and English Literature and Composition
- Math: Calculus AB, Calculus BC, Computer Science A, Computer Science AB^{*} and Statistics
- Science: Biology, Chemistry, Environmental Science, Physics B, Physics C: Electricity and Magnetism and Physics C: Mechanics
- Social Science: Comparative Government and Politics, European History, Human Geography, Macroeconomics, Microeconomics, Psychology, United States Government and Politics, United States History and World History
- World Languages: Chinese Language and Culture, French Language and Culture, French Literature^{*}, German Language and Culture, Italian Language and Culture^{*}, Japanese Language and Culture, Latin Literature^{*}, Latin: Vergil, Spanish Language and Spanish Literature

^{*} The AP Computer Science AB, French Literature, and Latin Literature Exams were last offered in May 2008. AP Italian Language and Culture was last offered in May 2008, and was reinstated in the 2011-12 school year.

Figure 3: Score distributions for all exams taken by the class of 2011 and the top ten exams by volume

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Fostering Participation and Success

Florida Supplement

Figure 3
Score distribution of AP Exams taken by the class of 2011 during high school*

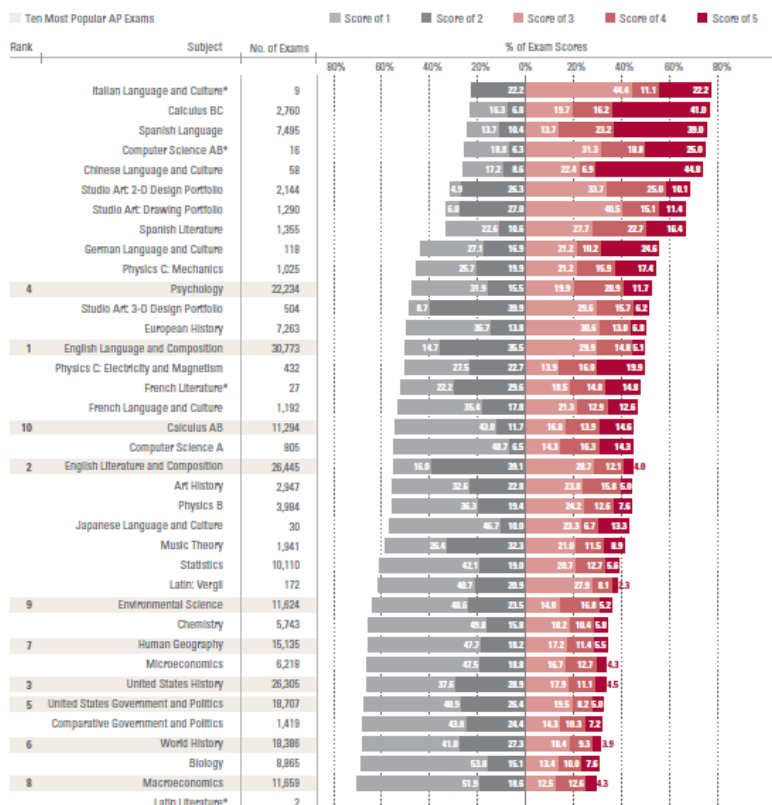


Figure 3 shows the score distributions for all AP Exams taken by the class of 2011 and top ten exams.

Of great concern is the number of courses showing a significant percentage of 1s and 2s. Of the top ten exams, only one had less than 50 percent of the students scoring a 1 or 2.

* Percentages do not always equal 100% due to rounding.

* The AP Computer Science AB, French Literature, and Latin Literature Exams were last offered in May 2009.

AP Italian Language and Culture was last offered in May 2009, and was reinstated in the 2011-12 school year.

Courses with fewer than five exam-takers were omitted from the data for the class of 2011.

Figures 5–6: A “Closer Look”

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A Closer Look at Equity and Excellence

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Black/African American

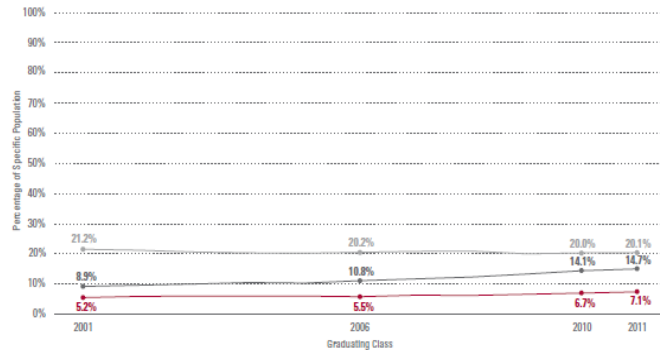
Figure 5
Trends in AP Exam participation and success

The percentage or number of ...

- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam at any point in high school
- ... who are black/African American

10,676

black/African American graduates in the class of 2011 took an AP Exam during high school



	2001	2006	2010	2011
●	23,608	28,822	30,257	30,790
●	2,169	4,826	9,272	10,676
●	772	1,356	2,250	2,801

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Hispanic/Latino

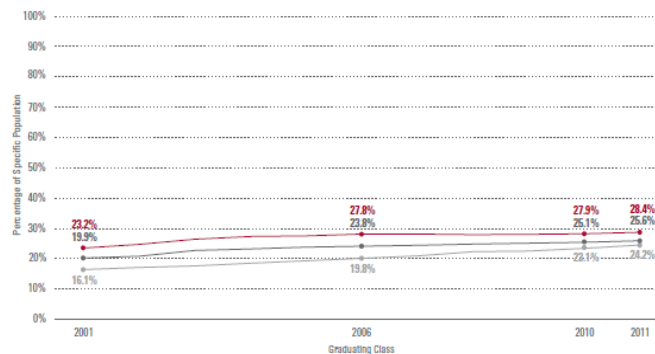
Figure 6
Trends in AP Exam participation and success

The percentage or number of ...

- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam at any point in high school
- ... who are Hispanic/Latino

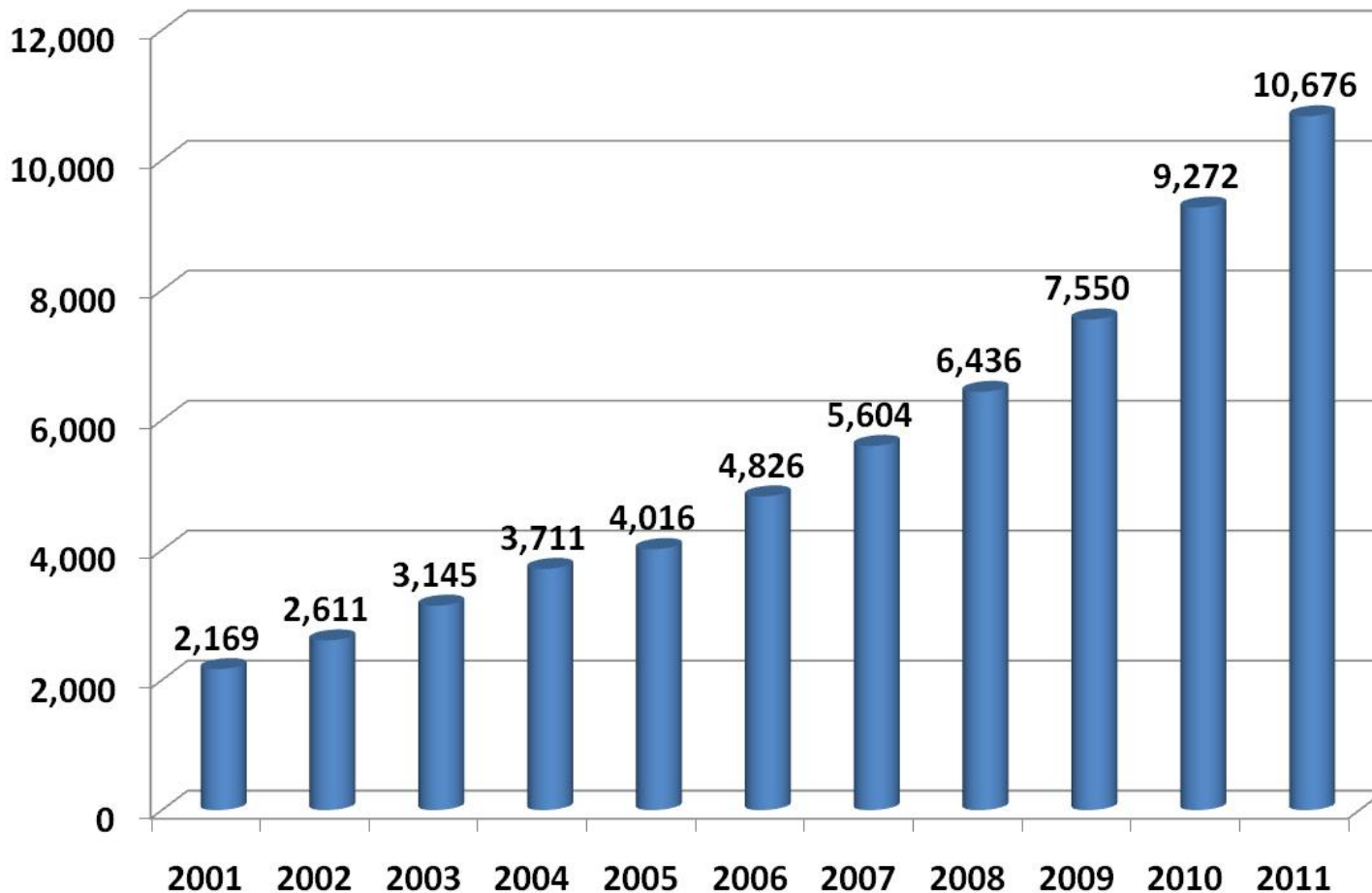
18,628

Hispanic/Latino graduates in the class of 2011 took an AP Exam during high school

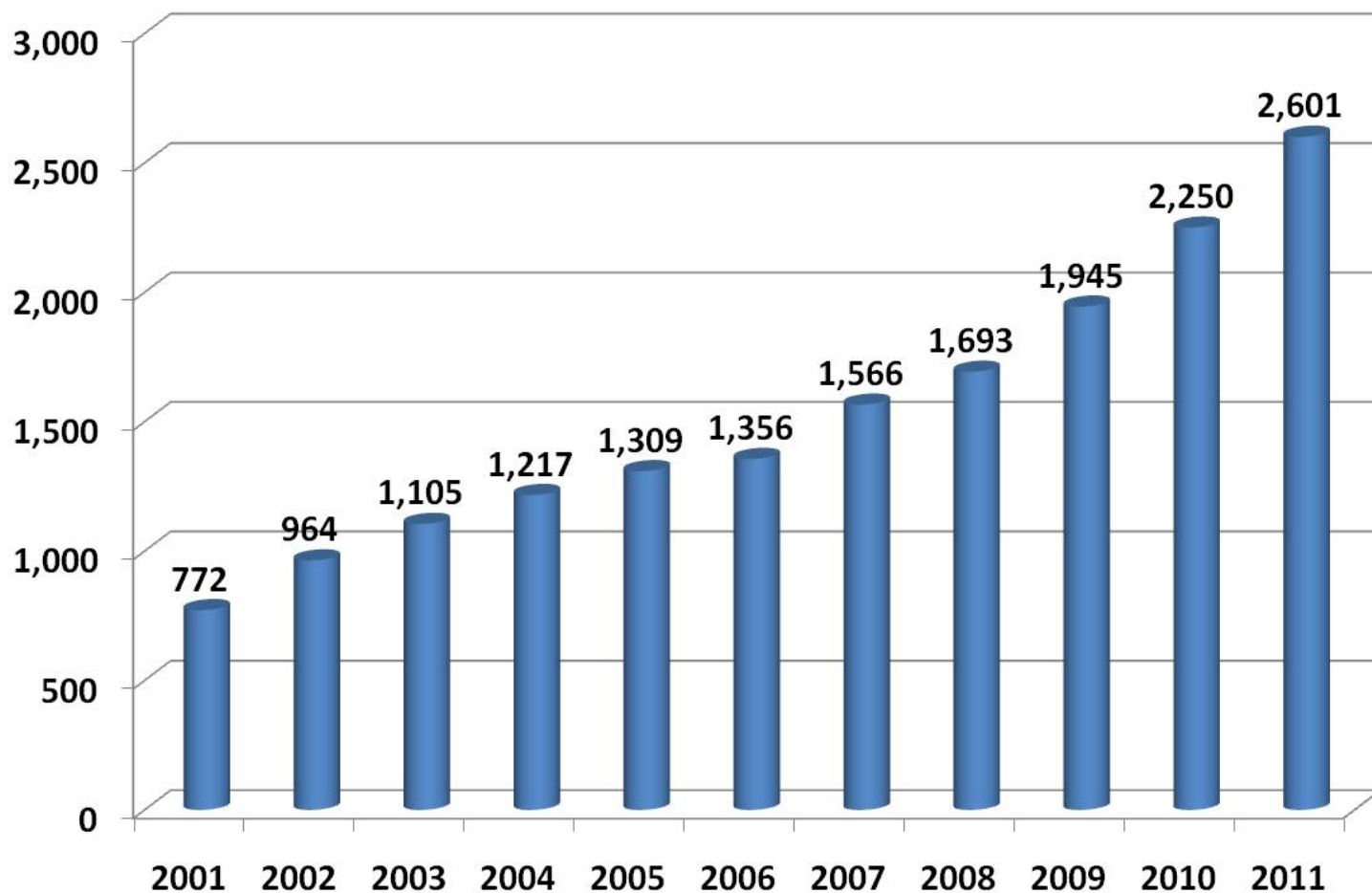


	2001	2006	2010	2011
●	17,943	29,263	34,928	37,185
●	4,866	10,670	16,482	18,628
●	3,459	6,901	9,401	10,410

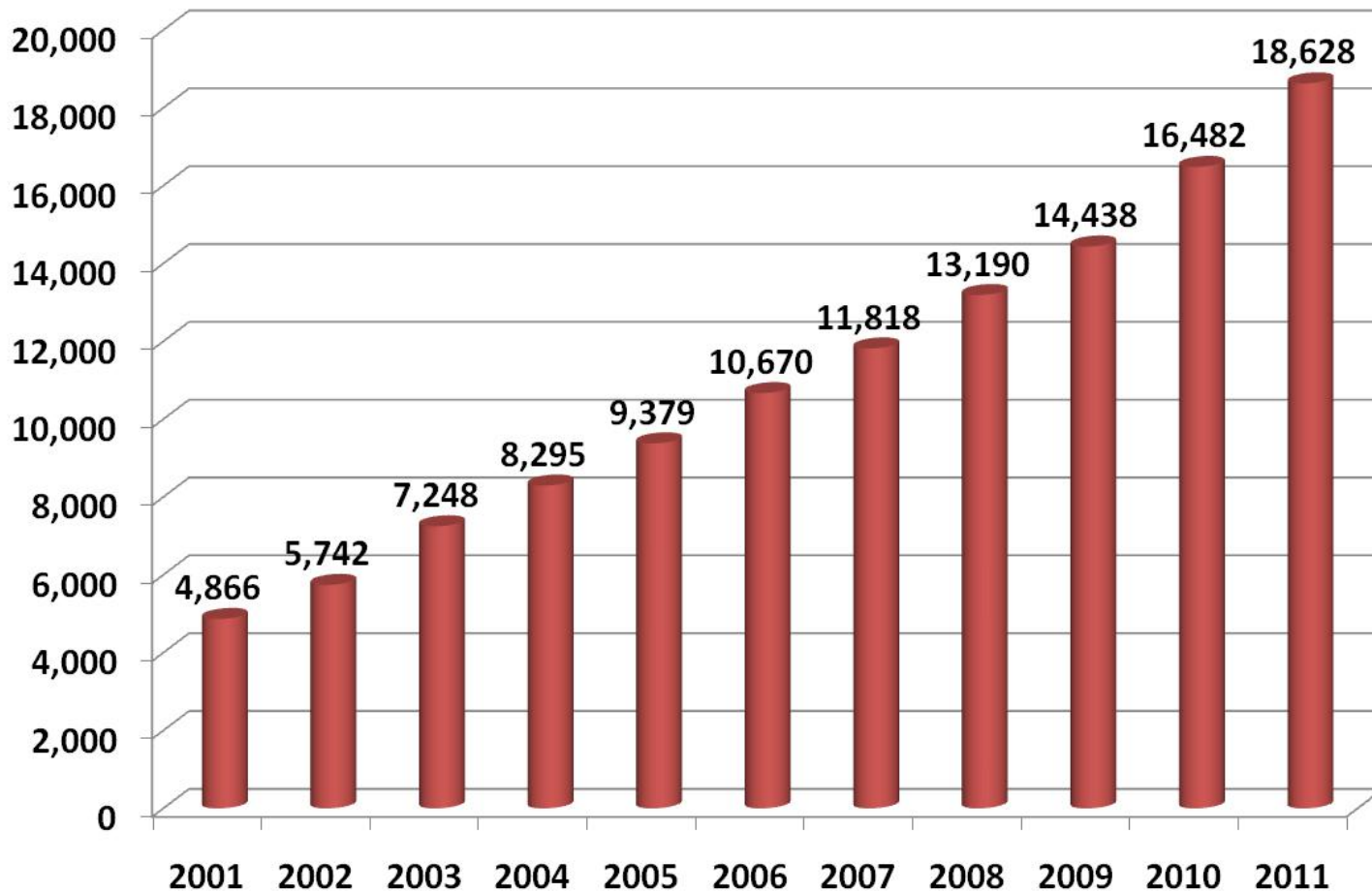
Black/African-American Student Participation



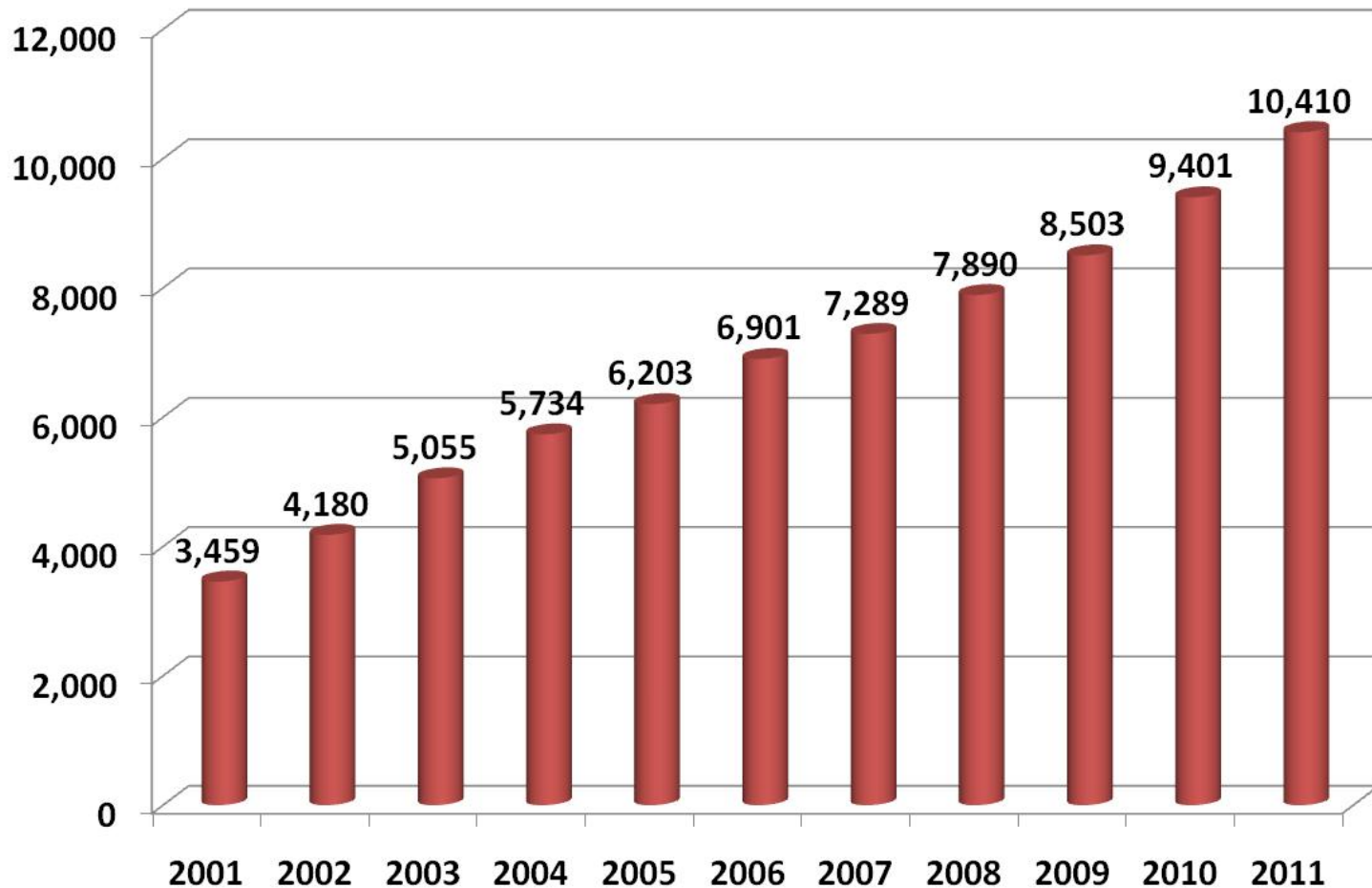
Black/African American Student Performance



Hispanic Student Participation



Hispanic Student Performance

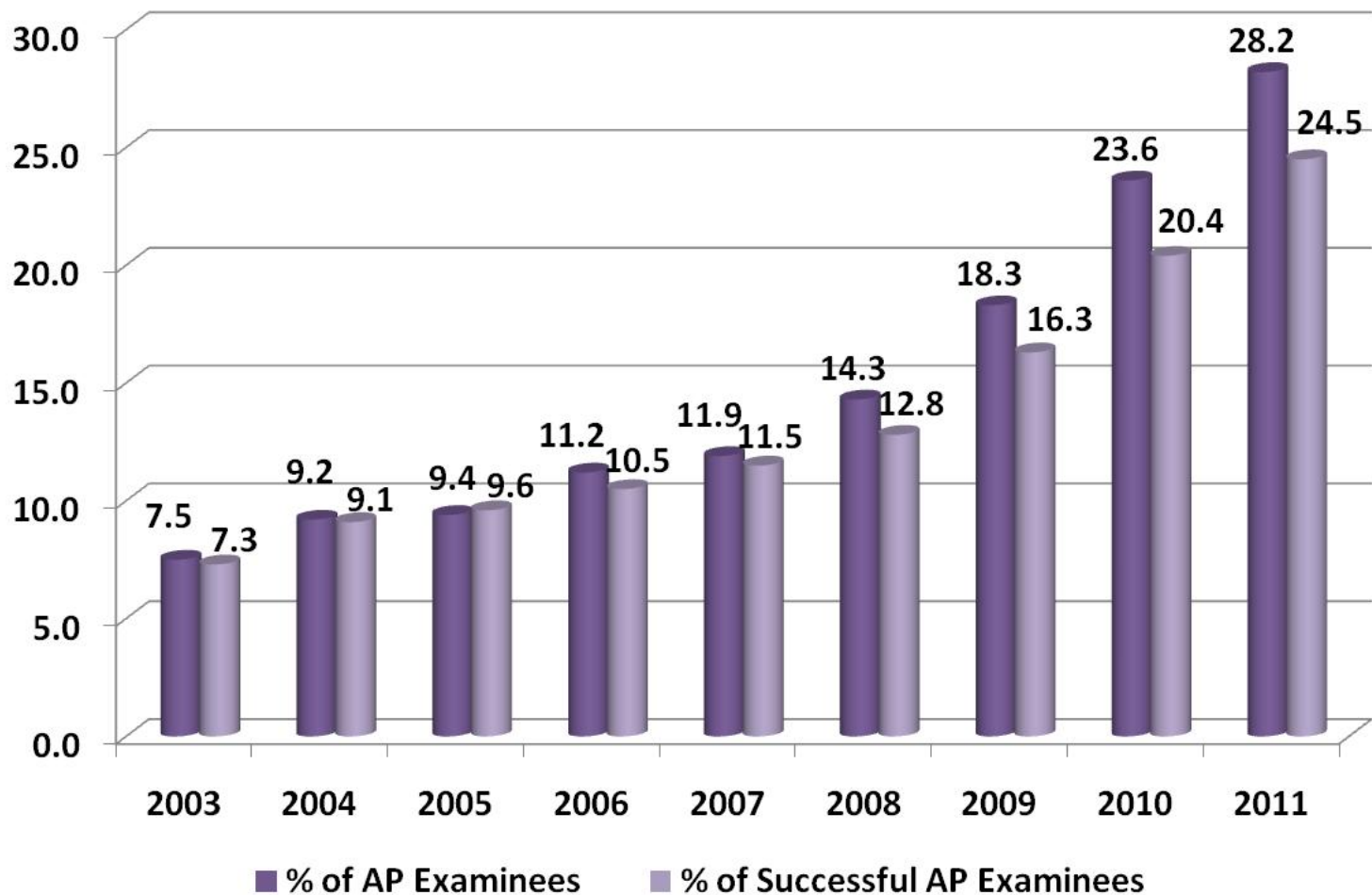


Florida Participation and Performance by Race over the last 10 years

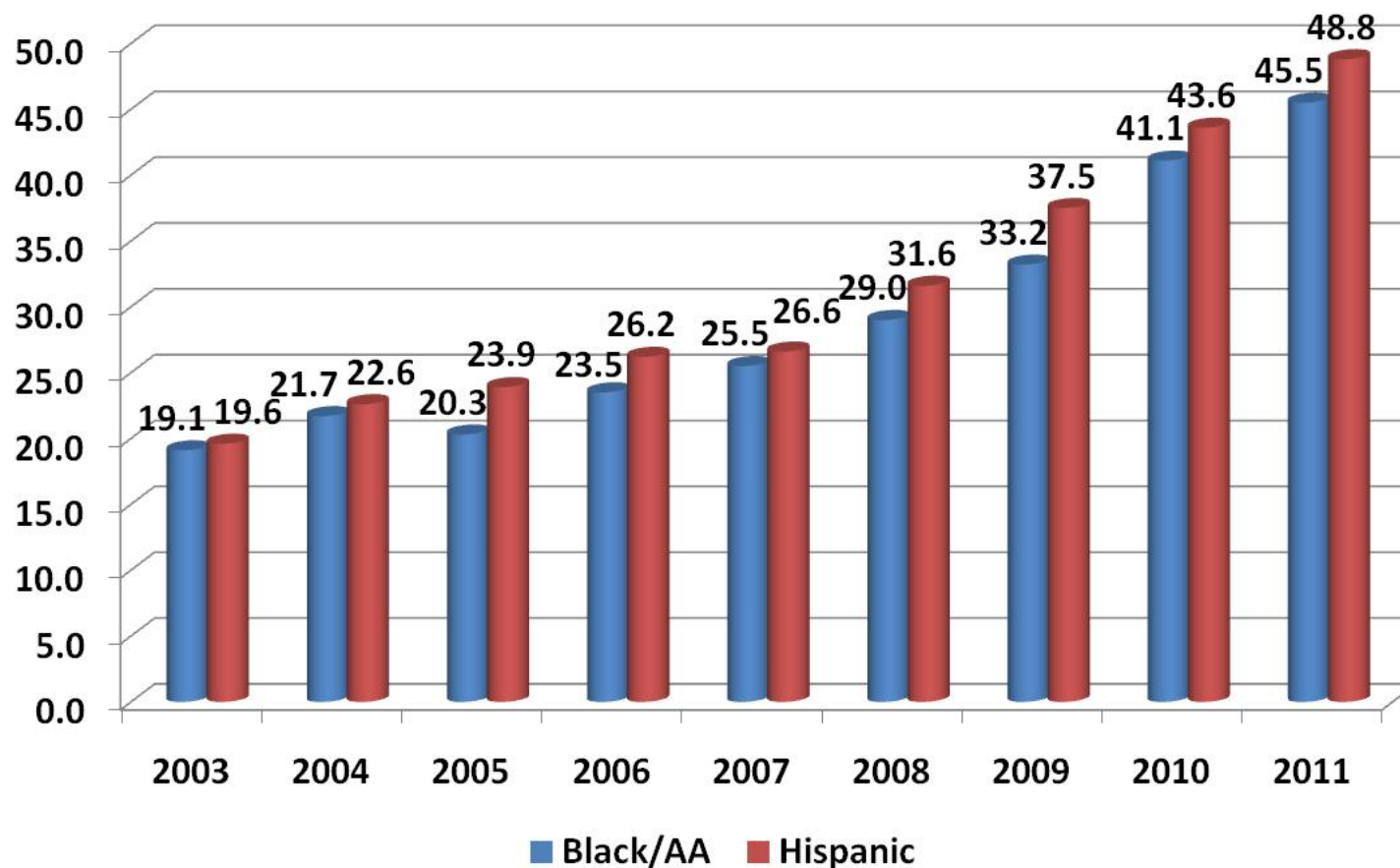
Black/African-American student participation **nearly quadrupled** since 2001 while the number of Black/African American students succeeding on an AP exam **more than doubled** (392.2% and 236.9% increases respectively)

Hispanic student participation **nearly tripled** since 2001 while the number of Hispanic students succeeding on an AP exam **doubled** (282.8% and 200.9% increases respectively)

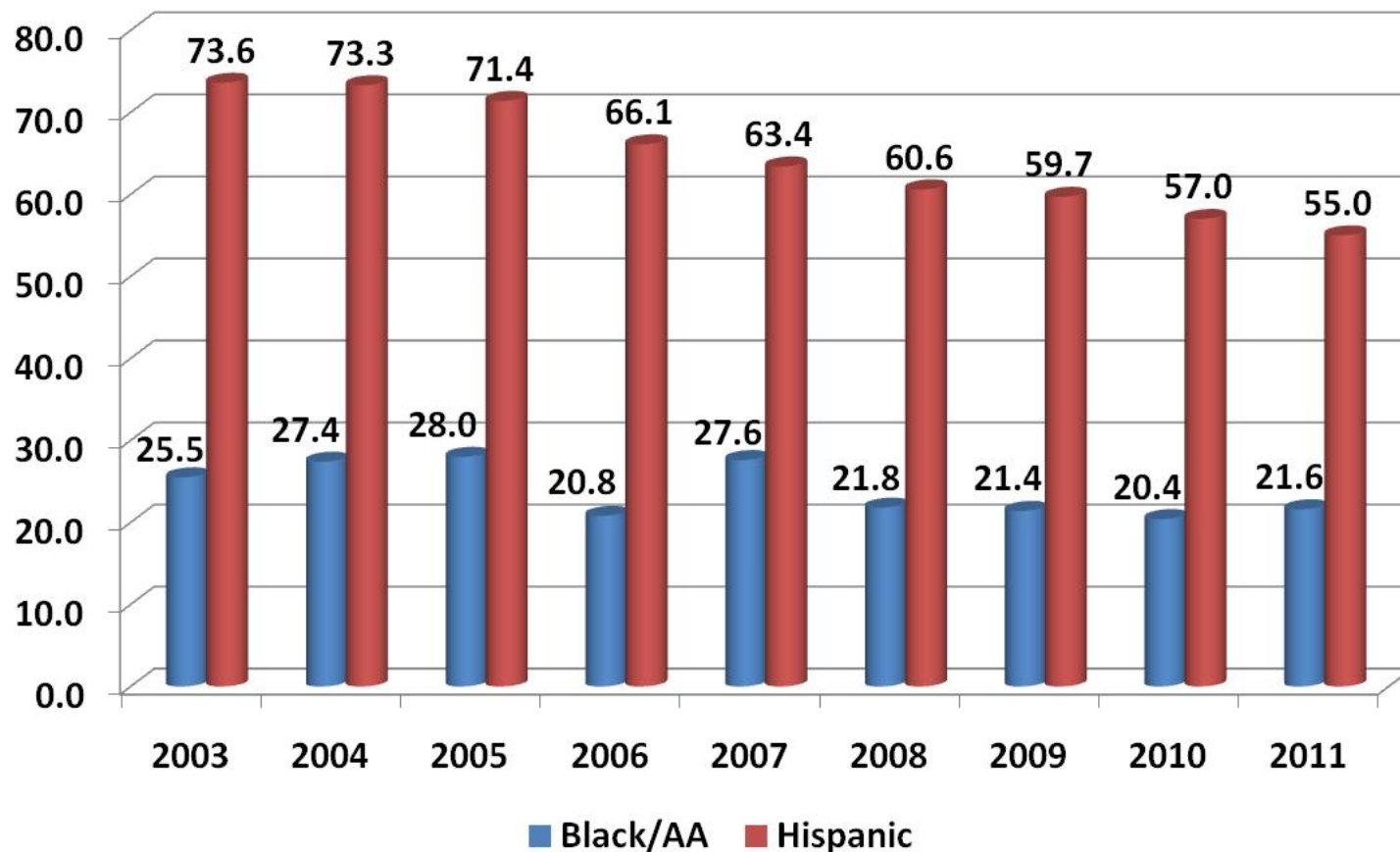
Florida Low Income AP Examinees



Percentage of Black/AA and Hispanic AP Examinees who are Low Income



Percent of Black/AA & Hispanic Low Income Examinees Scoring 3, 4 or 5



Florida Low Income by Race

44.3% of Florida's low-income AP Exam-takers in the class of 2011 were Hispanic/Latino

Since 2003, the percent of AP Exam-takers who are low income **more than tripled**

45.5% of Black/AA AP Exam-takers in the class of 2011 were low-income

48.8% of Hispanic/Latino AP Exam-takers in the class of 2011 were low-income

Florida Spanish Language Gateway Myth

%	Definition
12.6 Spanish Language Only	Student's only AP exam was AP Spanish Language
4.7 Gateway	Student took AP Spanish as first AP exam, followed by other exams in subsequent administrations
5.4 Concurrent	Student took AP Spanish in addition to one or more exams in first or only administration
8.1 Anti-Gateway	Student took other exams as first AP exam, followed by Spanish Language (with or without other exams)
69.3 No Spanish Language	Student never took AP Spanish Language

Metrics without Spanish Language for Florida

With 24.2% of Hispanic/Latino students in its graduating class of 2011, Florida notes a significant depression of the percent of Equity & Excellence with the removal of successful performers taking Spanish Language (100% to 89.3%)

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An Innovative Use of AP Potential

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Hillsborough County Public Schools

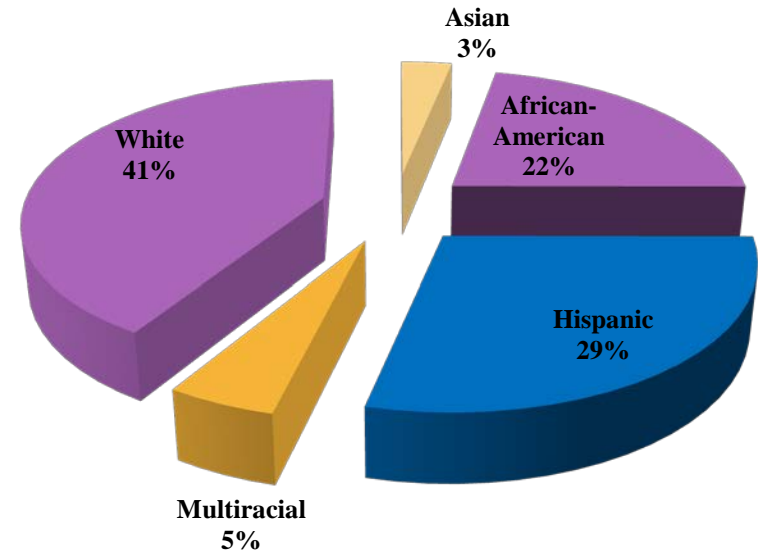
- West Central Florida (Tampa Bay)
- 8th largest district in the nation
- Approximately 195,000 Students
- Urban, Suburban, and Rural
- 27 High Schools
- 46 Middle Schools
- 139 Elementary Schools



Hillsborough County Public Schools

District Demographics:

41.2% White
28.7% Hispanic
21.8% African-American
4.9% Multi Racial
3.2% Asian



Hillsborough County Public Schools

Challenges:

56.6% of students on Free or Reduced Lunch

21.6% ESOL Students

24.7% Percentage of students in a home where
English is not the primary language

25.9% in Exceptional Education

In 2011, Hillsborough County was awarded the College Board's Beacon Award for "its profound achievement in using AP to create a culture focused on College Readiness"

From 2008 to 2010, Hillsborough County achieved the **largest increase in the number of students earning AP scores of 3 or higher** than any other school district in the nation, an increase of 1,814 students.

628 more minority students earned AP scores of 3 or higher in 2010 than in 2008, the second-largest minority increase of any district in the country

How did we start improving?

The Basis: PSAT and AP Potential

- Based on the PSAT that the state was providing free to 10th grade students, Hillsborough County counselors started using College Board's AP Potential tool in 2006-07 to identify and program students into AP courses in 2007-08.
- The district goal for the counselors was to increase AP enrollment by 10% within three years, but they far surpassed that goal.
- In subsequent years, the free PSAT was then expanded by the district to include 9th and 11th grades

In 2011-12, how many students took the PSAT?

Grade Level	Number of students who took the PSAT	Percent of grade level enrollment
9 th grade	13,109	95%
10 th grade	12,429	93%
11 th grade	11,201	89%
All grade levels	36,739	92%

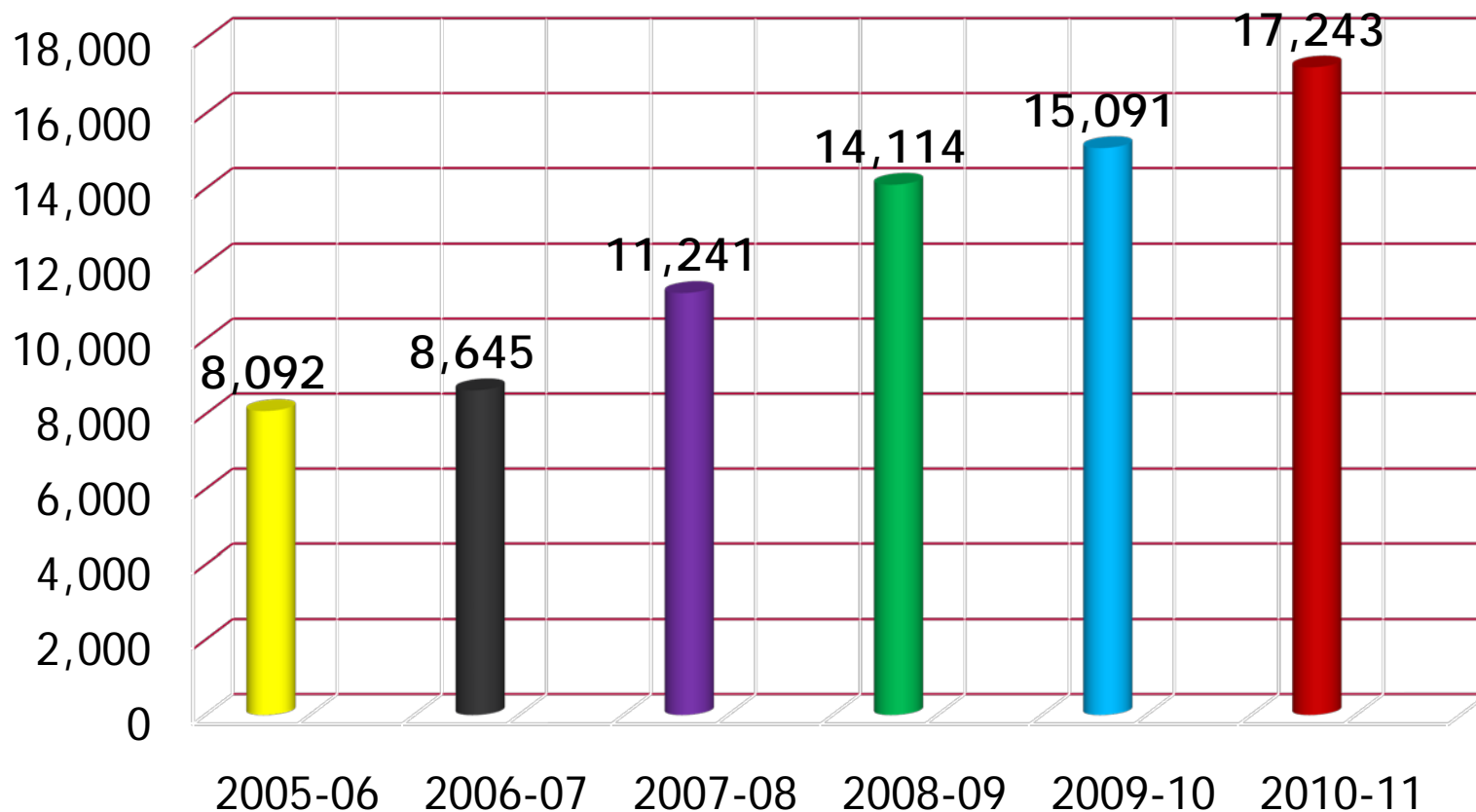
How was AP Potential Used by Counselors?

- Set the AP Potential selection level so it would add more students to AP
- Focused on recruiting under-represented groups of students
- Used the electronic scheduler to automatically place students in AP courses by default, based on their PSAT scores in 9th, 10th, and 11th grades
- Mailed the notification letter to parents about their child's AP potential (letter is available in APP)
- Held AP parent nights at every high school

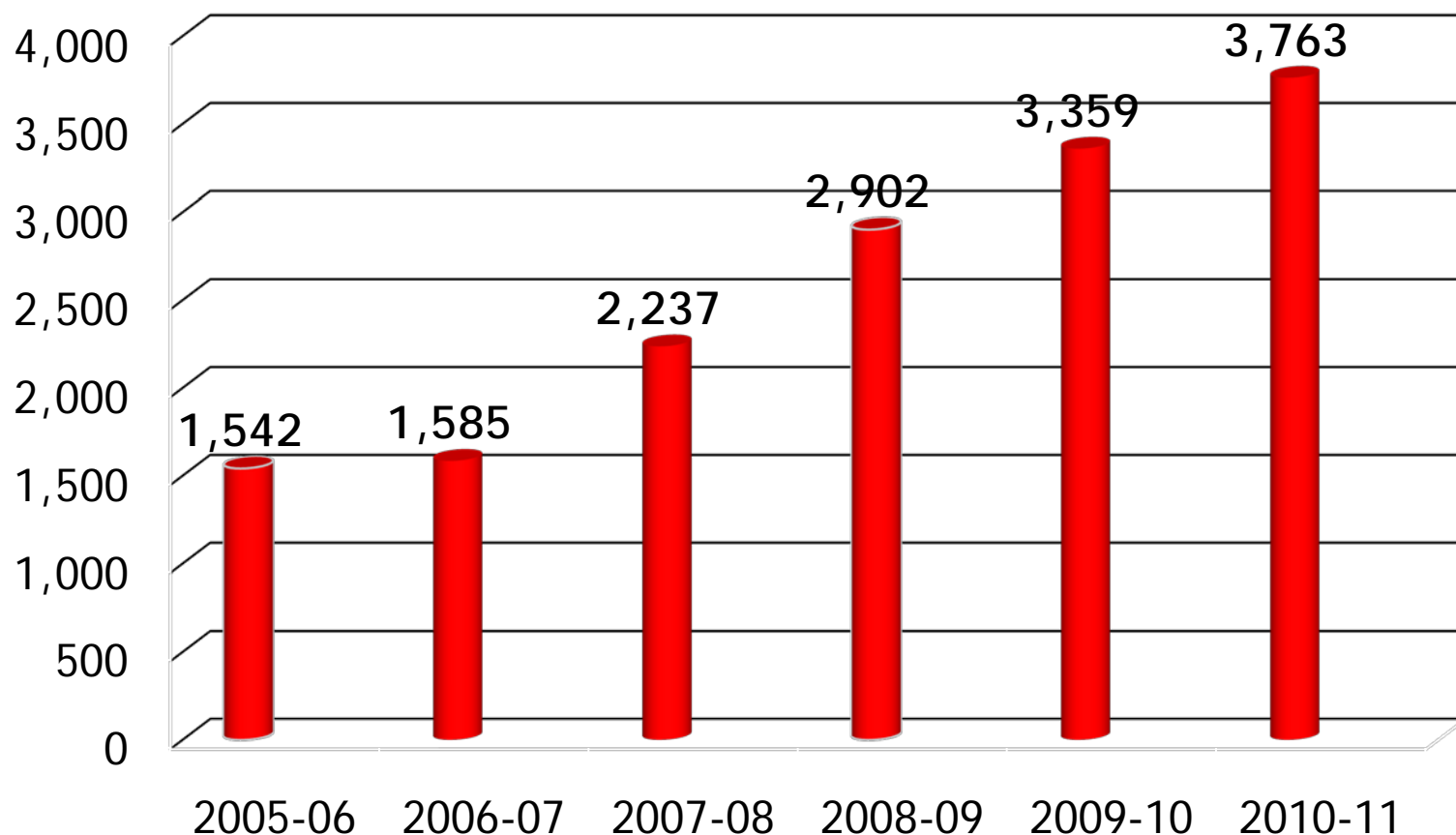
How was AP Potential Used by Administrators?

- Added more AP courses to the curriculum based on student interests
- Used the program to increase minority participation and involvement for both students and parents
- Drew attention to “pipeline” needs
- Improved School Grades
- Placed more emphasis on the selection of AP teachers and the training of these teachers for the future
- Justified staff development requests

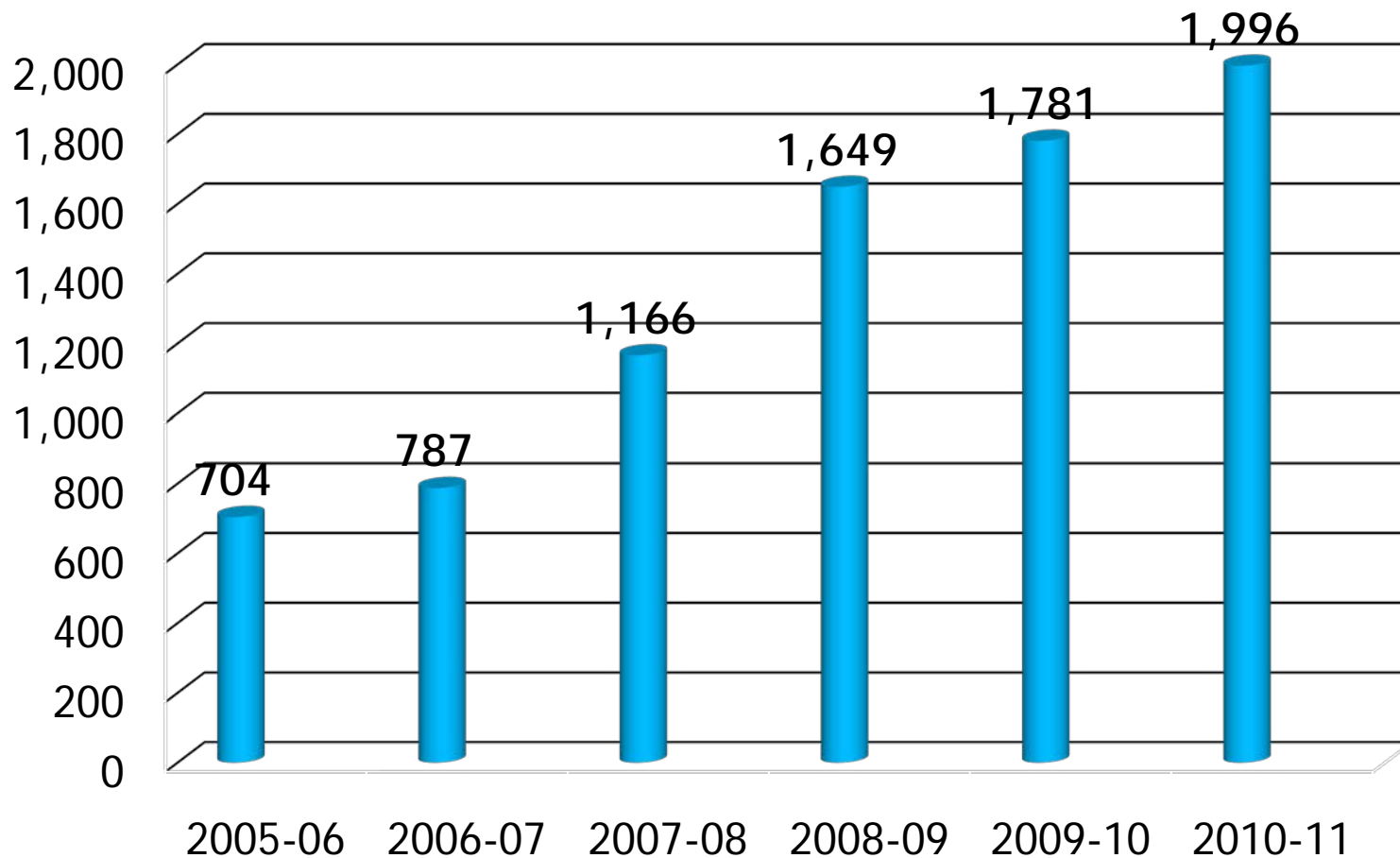
Number of Students who took one or more AP Exam (+113%)



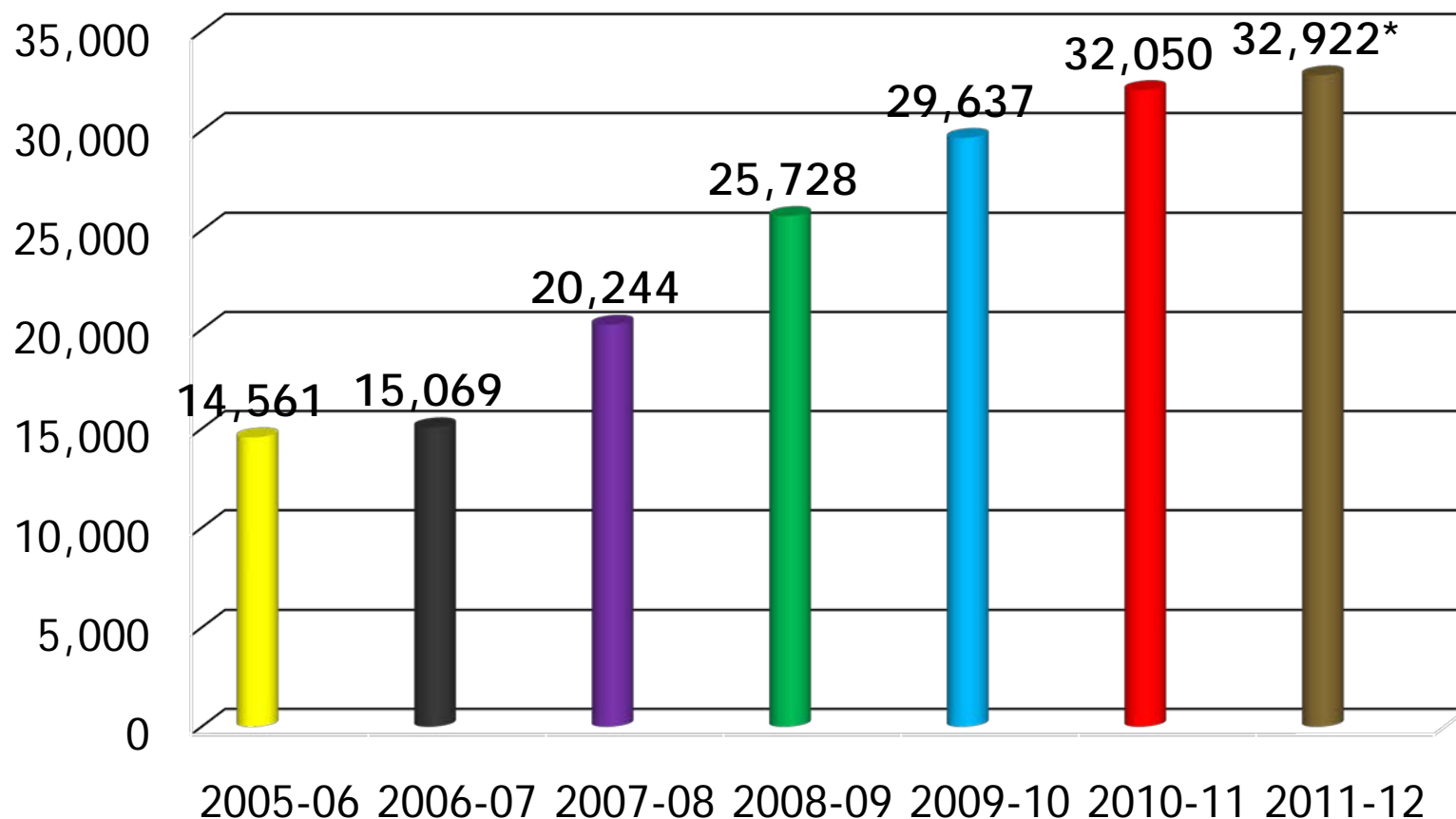
Number of Hispanic students who took one or more AP Exam (+144%)



Number of African-American students who took one or more AP exam (+184%)

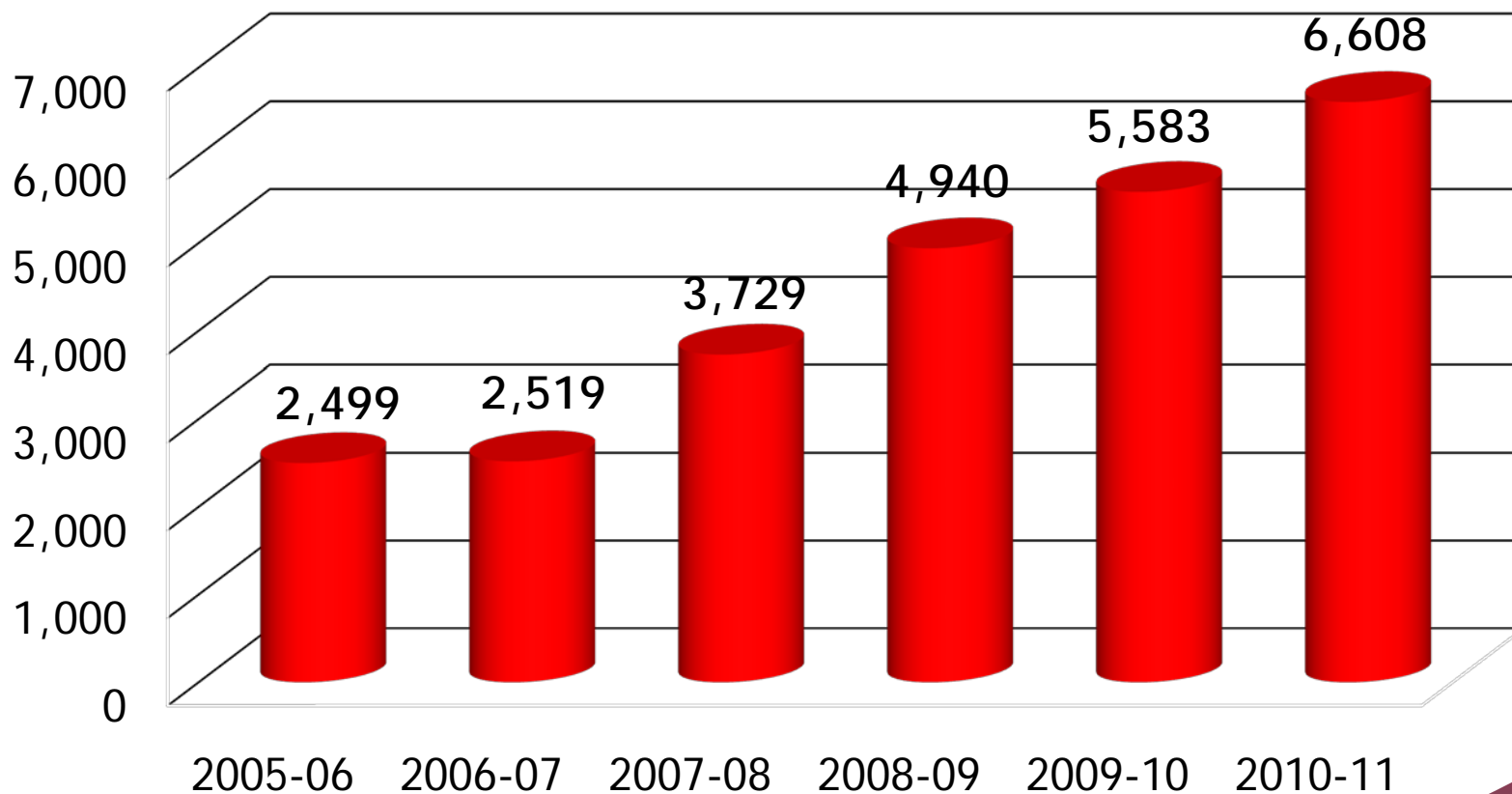


Total Number of AP Exams Taken (+125%)

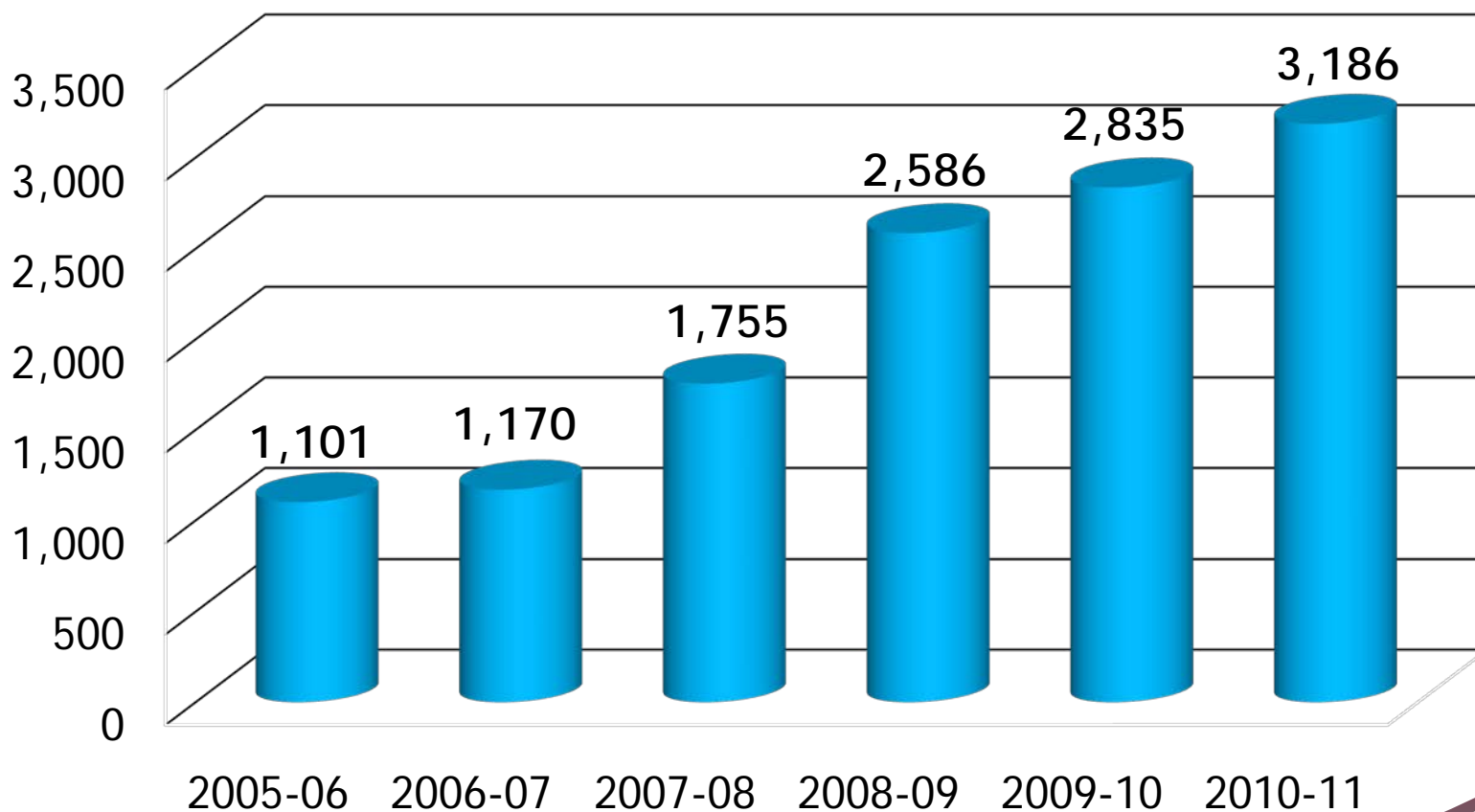


*Results from 2011-12 are preliminary results as of July 20, 2012

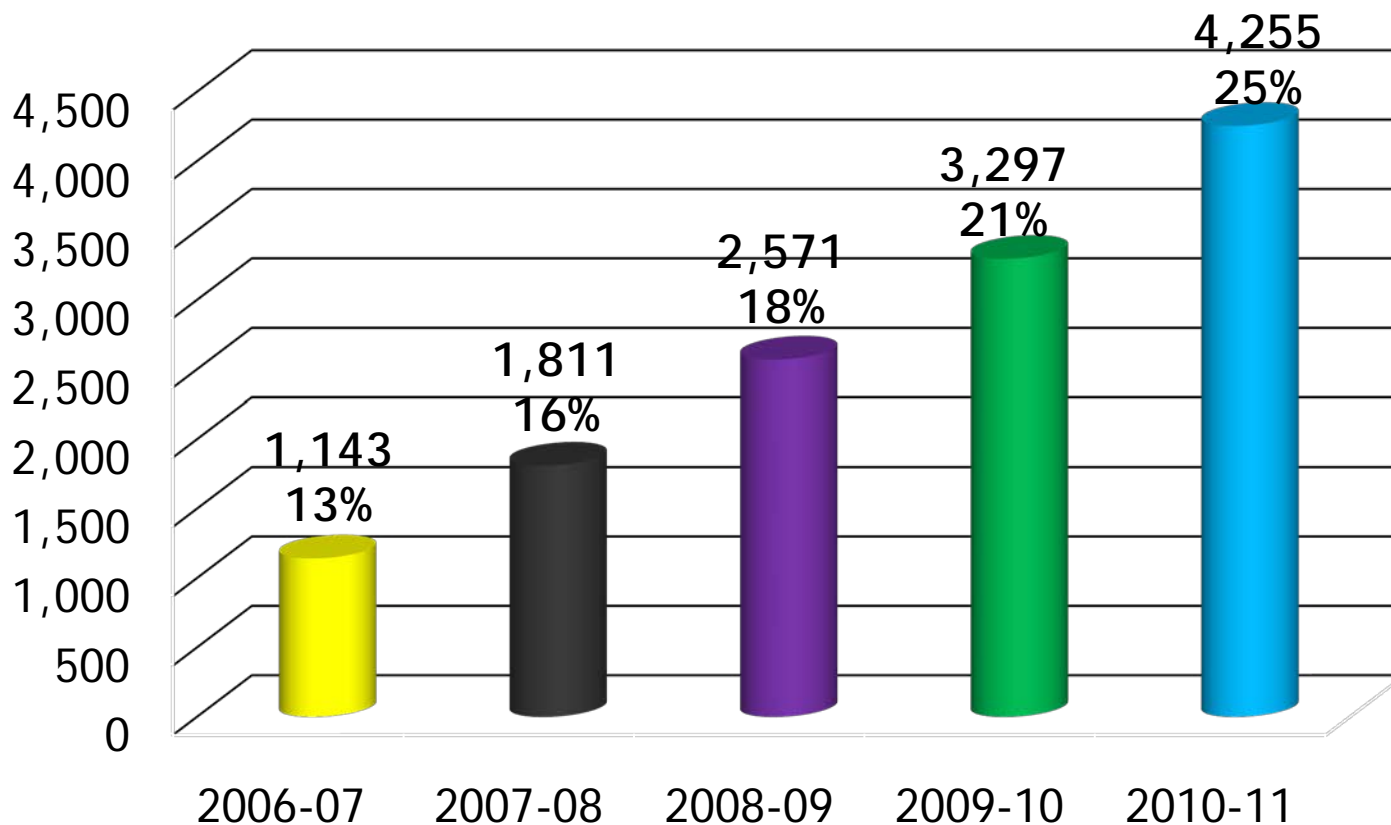
Number of AP Exams taken by Hispanic Students (+164%)



Number of AP Exams taken by African American Students (+189%)



Number of Students Using a Fee Waiver on AP Exams



A New Reform Initiative: EXCEerator

EXCEerator is a comprehensive school reform model designed to prepare all students for college and career success

In February of 2007, Hillsborough County was awarded the Bill and Melinda Gates Foundation / College Board EXCEerator Grant to implement in four high schools

In Spring 2008, the Hillsborough County School Board accepted the Superintendent's recommendation to adopt EXCEerator as its school reform model to be implemented in all middle and high schools

Hillsborough County is the first district in the nation to implement this model district-wide in partnership with the College Board

Why the need for Reform?

- Increase rigor at all middle and high schools
- Create a college-going culture with high expectations
- Improve access and equity in all honors and AP courses
- Develop a coherent and rigorous course curriculum
- Train leadership teams, teachers, and counselors
- Use ongoing assessments/data to inform instruction
- Share the commitment of preparing all students for college/career access and success

Once the students were enrolled in AP, what supports were put in place for teachers so that the AP experience would be successful?

Support for Teachers From School Administrators

- Workshops and mentoring sessions scheduled for AP teachers
- Scheduled time for teacher collaboration
- Assurances that AP scores would not overly impact teacher performance measures
- Did not change students out of rigorous courses when the going got rough (including conferencing with parents)
- Textbooks and resources

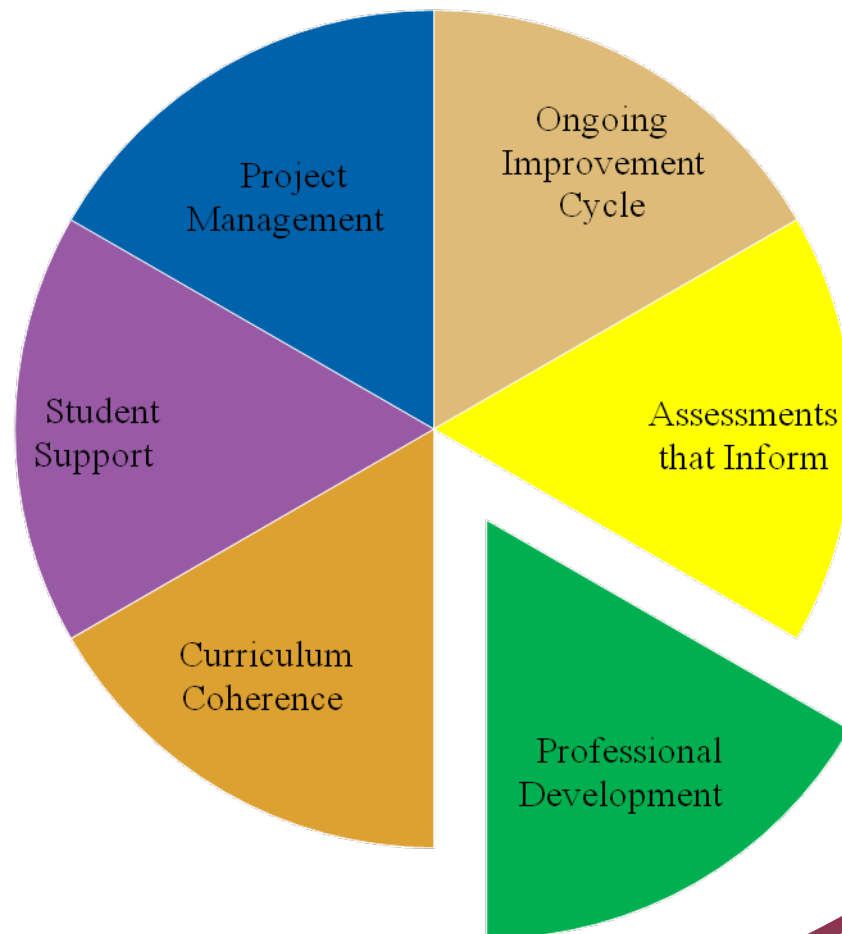
Support for teachers from the District Office

- Support from the School Board, Superintendent, and Academic Leaders
- Alignment of curriculum and setting high standards while adding the Springboard Curriculum
- Commitment to Professional development
- Did not change students out of rigorous courses when the going got rough (including conferencing with parents)
- Designed support programs designed to help teachers and students
- Resources and textbooks

Our Training Model for College Readiness

Professional Development

- AP Summer Institutes
- AP Achievement Institutes
- AVID Summer Institutes
- AVID Path Training
- Kagan
- SpringBoard training in Language Arts & Math
- PSAT Summary of Answers, AP Potential
- SAT Readiness
- Leading a College-Ready School & District
- Teaching in a College-Ready School & District
- College and Career Counseling
- Creating a college-going culture



Professional Development Totals for Teachers, Administrators, Counselors, District Staff

- Over 3,400 employees trained in 2008-09
- Over 3,900 employees trained in 2009-10
- Over 6,305 employees trained in 2010-11

Advanced Placement Summer Institute for Teacher Preparation

	Summer 2008	Summer 2009	Summer 2010	Summer 2011
Number of Courses	12	15	17	23
Number of Classes	13	23	26	32
Teacher Enrollment	164	252	433	535

AP[®] Insight

- Instructional Support Platform consisting of:
 - Professional Development
 - Professional Learning communities & collaboration
 - Formative assessments and instructional Strategies
 - Interim Assessments
- Designed to provide support to the **differentiated** AP classroom
- Focus will be on the design and delivery of content
- Initial phase-in will begin with AP Biology, AP Calculus AB, and AP United States History

What Academic Supports were put in place for students to become successful in rigorous classes and in AP?

To Promote Equity and Access:

- In addition to the free PSAT in 9th, 10th, and 11th grades, juniors were able to take the SAT for free.
- SAT Online, an individualized SAT prep program, was given free of charge to talented middle school students and to all high school students
- AP exam fees were paid for all students, and all students enrolled in AP were required to take the exam
- A pipeline of academic assistance, starting in middle school, was developed

Middle School Algebra was targeted as a gate-keeper class that needed to change

- Middle school counselors were given the goal of increasing the enrollment and success in middle school algebra by 10% within three years. They far surpassed that goal.
- Over 100 creative strategies were developed by middle school counselors to increase algebra enrollment (particularly for under-represented students), monitor student success, and provide academic support for students.

Results of the Middle School Pipeline for Algebra Success

From 2008-09 to 2010-11, these were the algebra results:

65% increase in middle school algebra enrollment

43% increase in the passing rate

With a targeted group of minority male students:

76% increase in algebra enrollment of Hispanic males

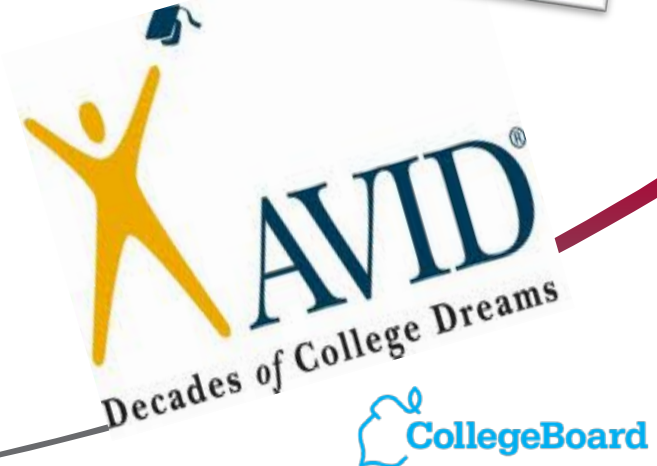
42% increase in pass rate of Hispanic males

89% increase in enrollment of African American males

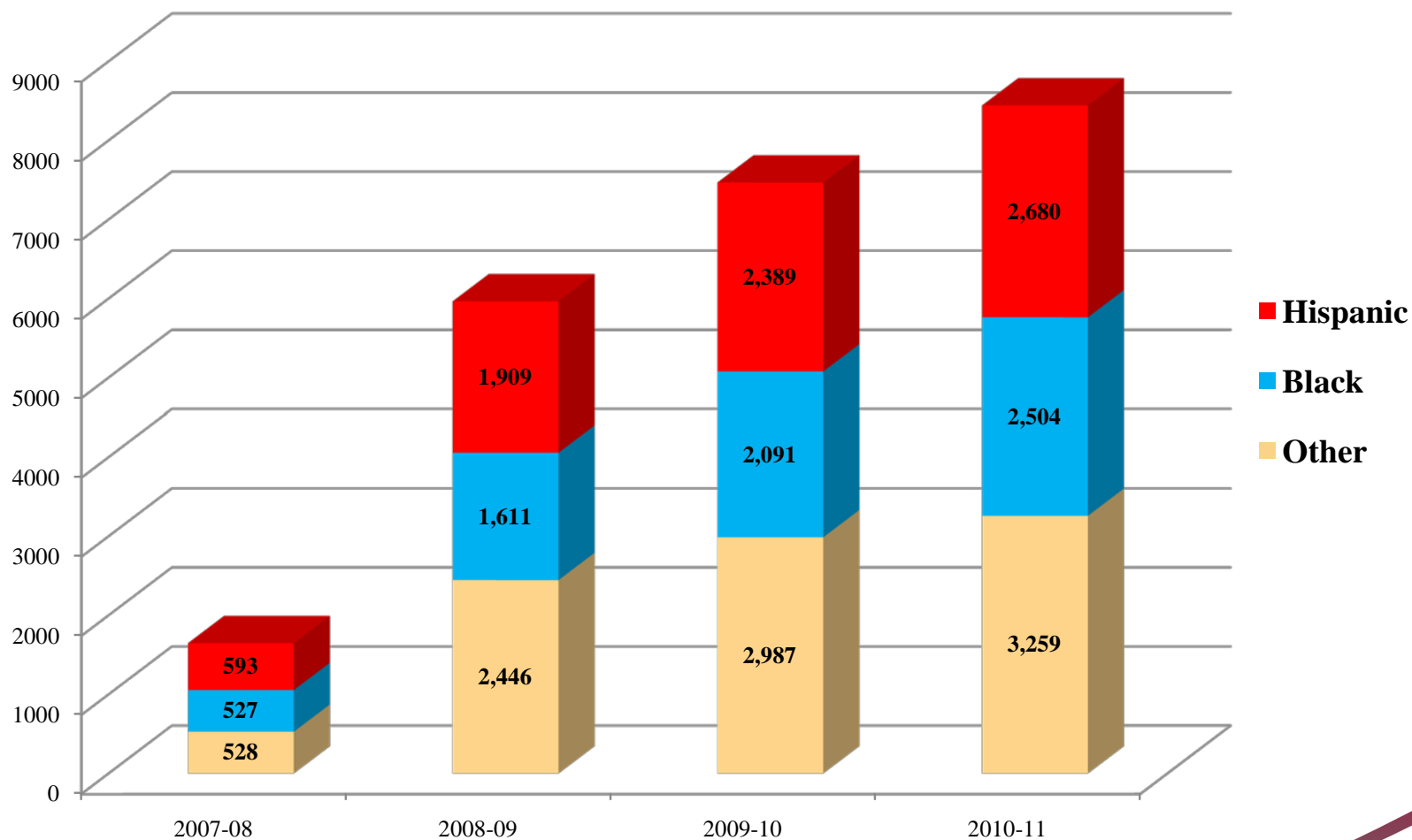
60% increase in pass rate of African American males

Advancement Via Individual Determination (AVID)

- Students can start as early as 6th grade
- An AVID course is available from middle school through high school
- Provides a summer transition program
- Teaches time management, note taking, organization skills, study skills, motivational and leadership skills
- Promotes college goals
- Parent involvement is a component
- Tutoring and mentoring are provided
- Targets students who would be first generation in college



AVID Enrollment in Hillsborough County

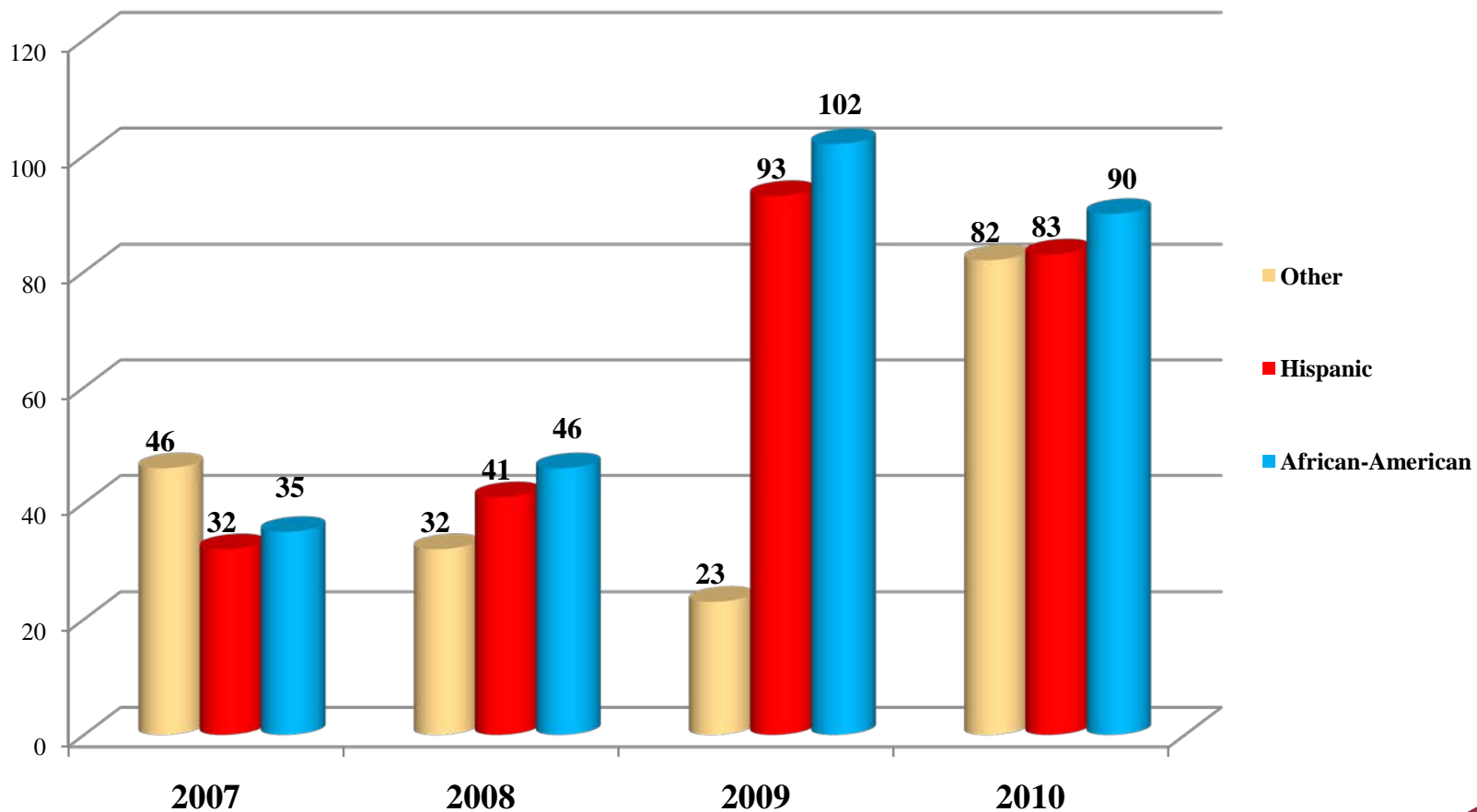


Go AP (GAP): Support for Rising 8th Graders



- Academic Goal Setting
- Professional Goal Setting
- Personal Goal Setting
- Introduction of what AP courses are
- Advanced Placement Skills for Success
- Introduction of College Culture
- Group Skills
- Personal Character Development
- Leadership Skills

Go AP (GAP) Enrollment

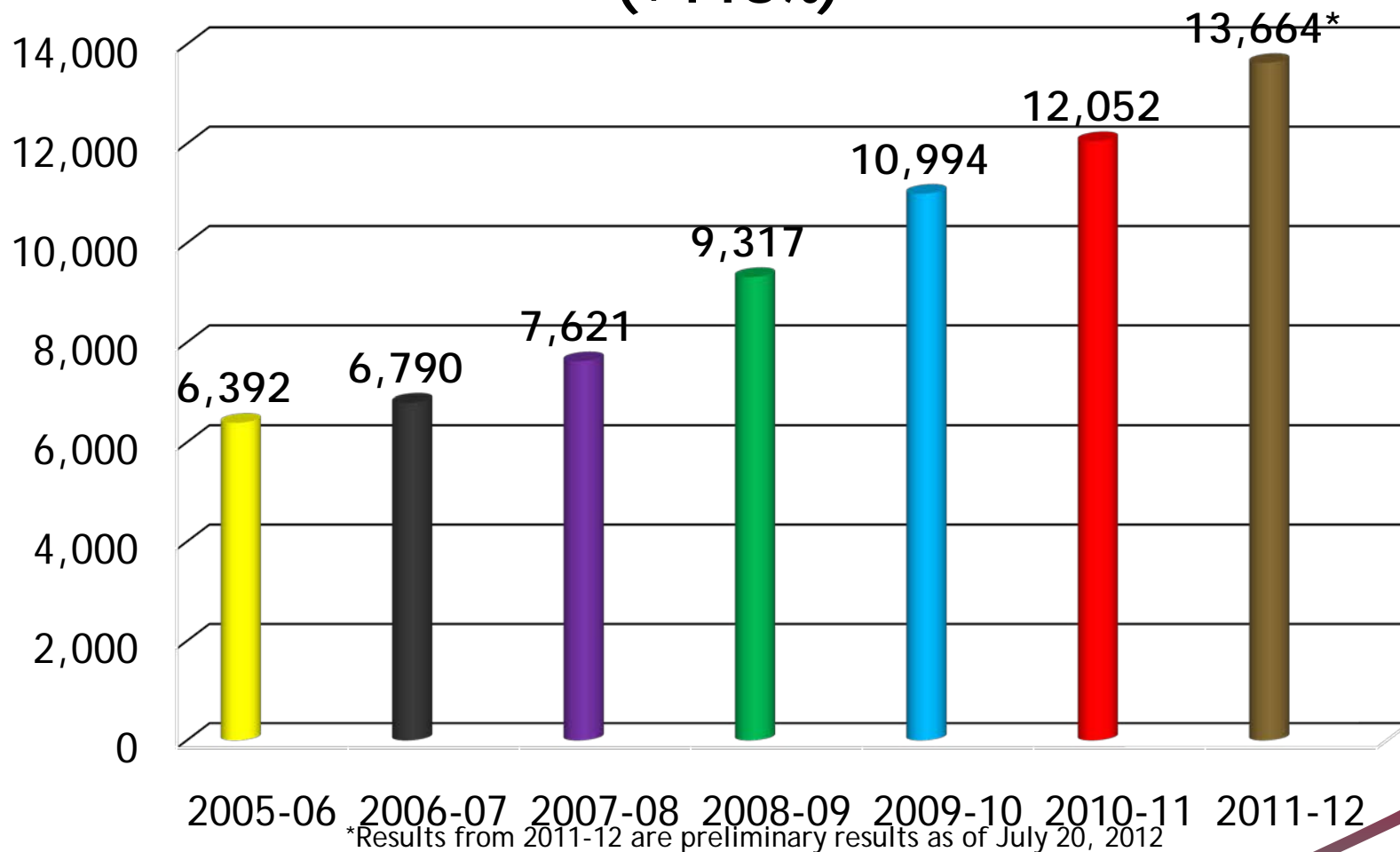


Hillsborough Scholars Summer Academy

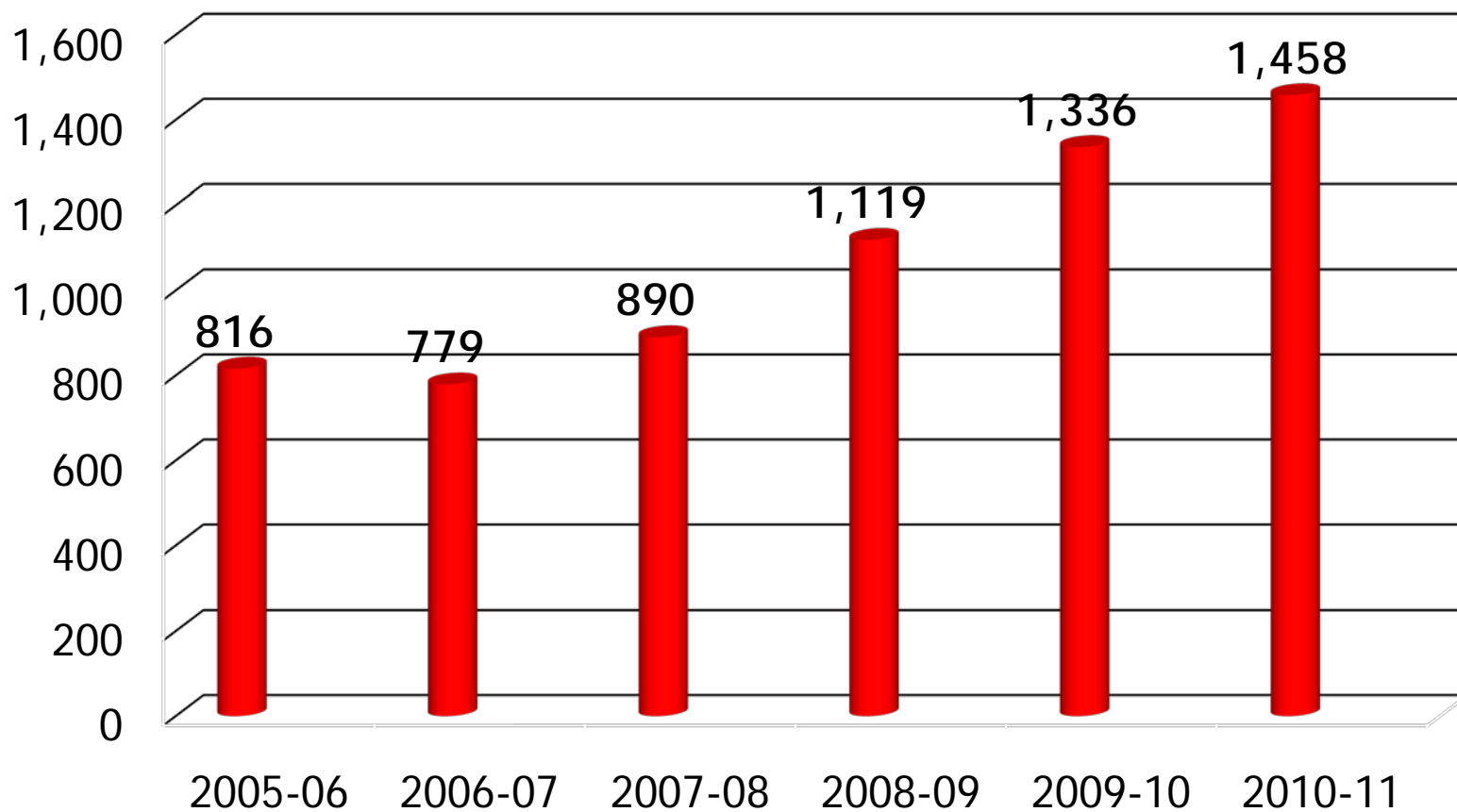
A week-long academic camp for talented rising eighth grade students. Classes are co-taught by Hillsborough County teachers and University of Tampa professors on the college campus.



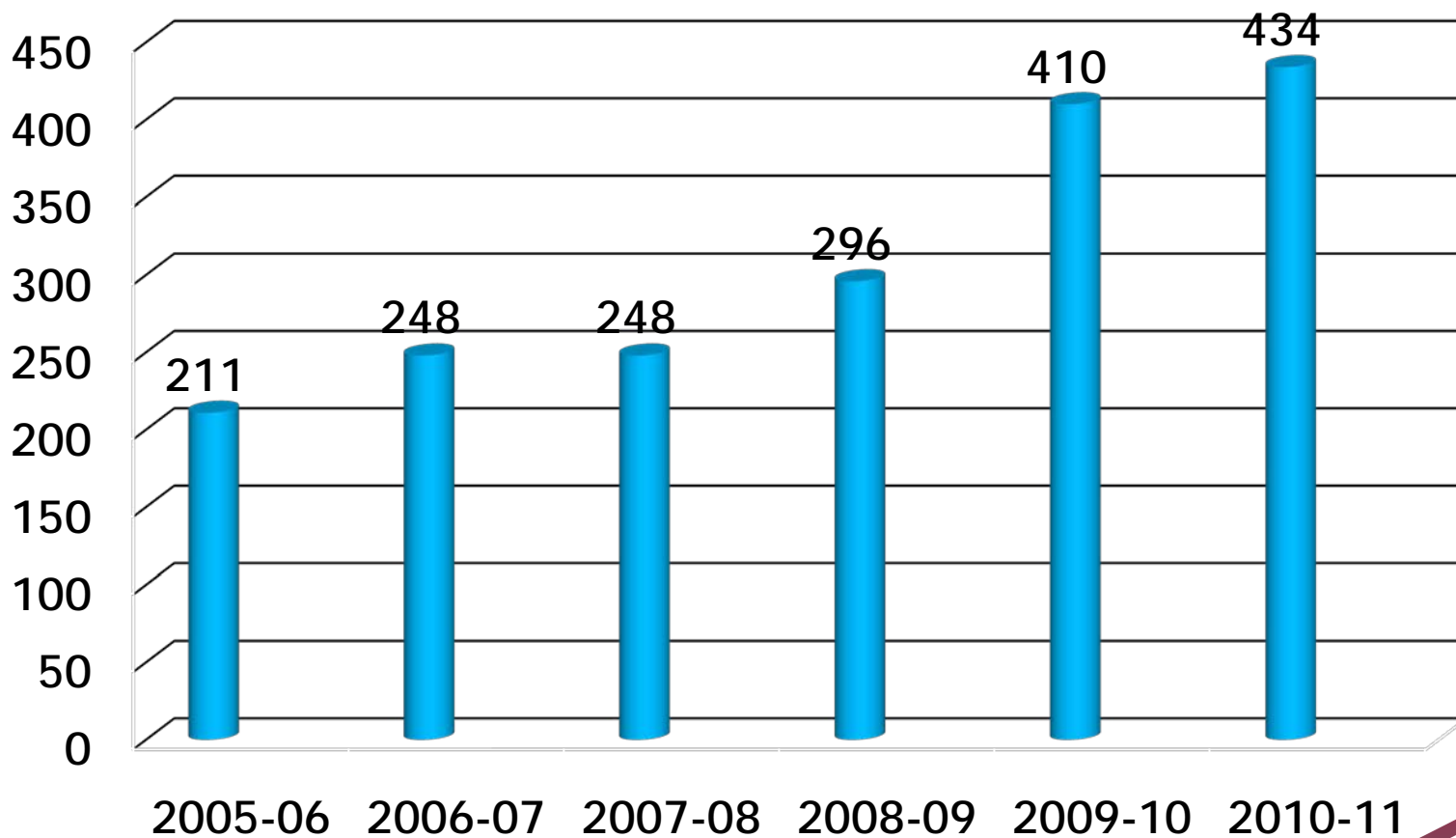
Number of AP Exams with Scores of 3, 4, or 5 (+113%)



Number of Hispanic students with AP Scores of 3, 4, or 5 (+79%)



Number of African Americans with AP Scores of 3, 4, or 5 (106%)



What Assessments Have Helped The District Determine College Readiness?

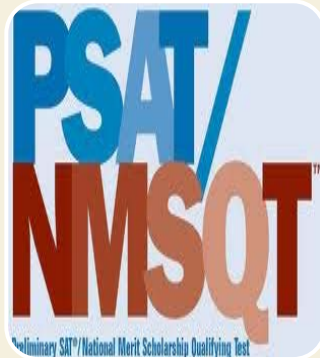


ReadiStep

ReadiStep is administered at middle school, and is the first test in the College Board's College Readiness test cycle.

ReadiStep provides quick turn around results so that teachers and schools can use results to drive instruction.

In 2011-12, all seventh grade students, over 14,000 students at 46 middle schools, took the exam in Hillsborough County.



PSAT/NMSQT

The PSAT is administered free, on Wednesday, to all 9th, 10th, and 11th grade students.

In 2011-12, Hillsborough County tested 92% of their 9th, 10th, and 11th grade students, totaling 36,739.

Hillsborough County had the largest percentage of National Merit finalists in the state in 2010-11.

PSAT has a college-readiness index that helps to measure school and district progress.



SAT

The SAT is given free of charge to all 11th grade students in the spring.

The SAT Online program, a computer-based program to prepare for the SAT, is provided free to all high school students and talented middle school students.

In 2010-11, Hillsborough County juniors took 10,365 SAT exams.

In 2010-11, 67% of juniors and 81% of graduating seniors took the SAT.



Advanced Placement

Academically prepared students have open access to Advanced Placement courses.

AP Potential is used as an indicator for AP success and ensure equity and access to AP.

Strong student support was offered through research classes, after-school tutoring, and Florida Virtual School reviews for the exams.

HCPS administered 32,050 AP exams in 2010-11.

How do we know if we are being
successful in creating a college-going culture?

Most Importantly: We Examine the Data

Examples:

2007-08, 46% of 11th graders took the PSAT

2011-12, 89% of 11th graders took the PSAT

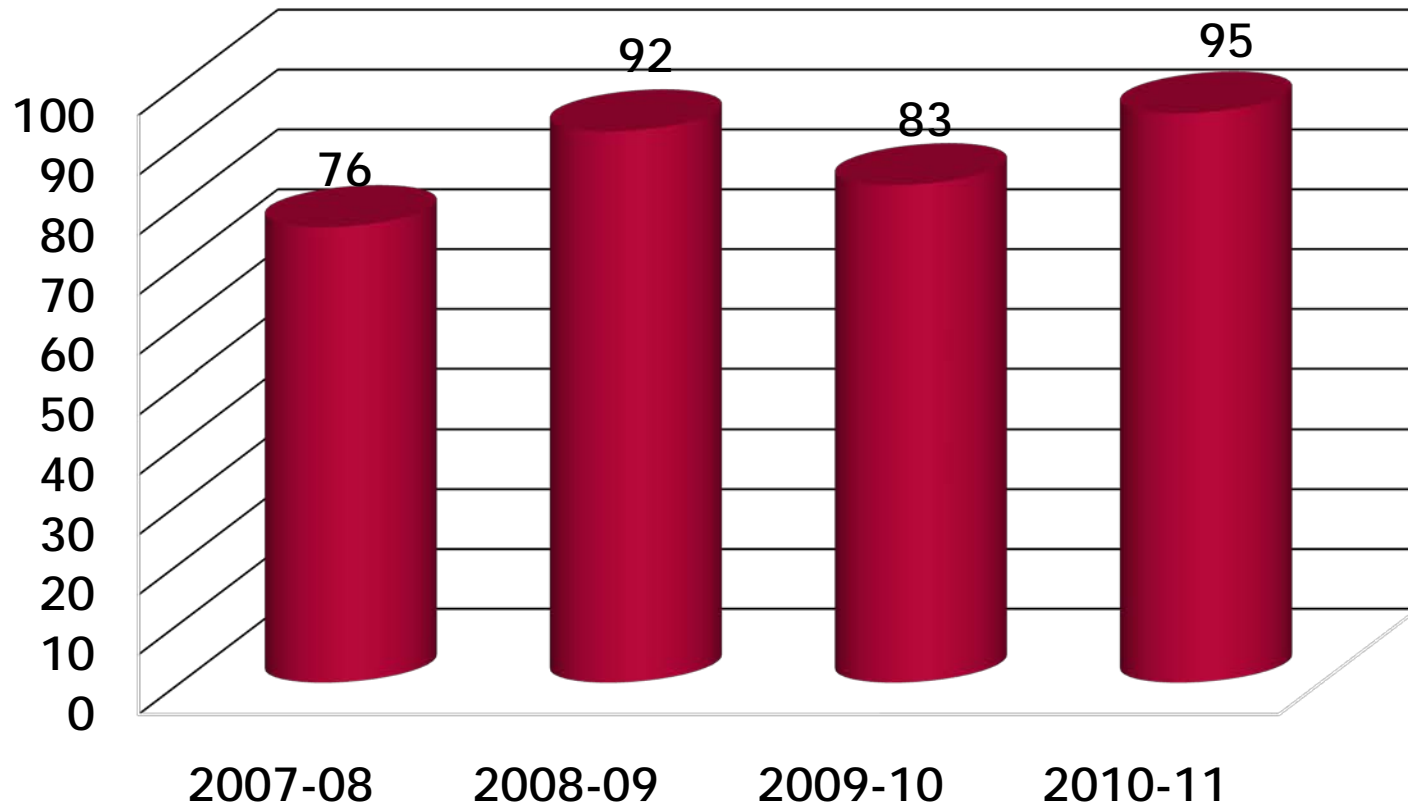
2007-08, 39% of 11th graders took the SAT

2010-11, 67% of 11th graders took the SAT

2006-07, 17% of all students took an AP exam

2010-11, 34% of all students took an AP exam

National Achievement, National Hispanic, and National Merit Finalists



In 2010-11, Hillsborough County had the highest percentage of National Finalist in the State.

To learn more about these programs and services, visit:

<http://www.sdhc.k12.fl.us/excelerator/>

<http://professionals.collegeboard.com/k-12/readiness-system>

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Researchers are encouraged to freely express their professional judgment. Therefore, points of view or opinions stated in College Board presentations do not necessarily represent official College Board position or policy.

Ellen A. Sawtell esawtell@collegeboard.org

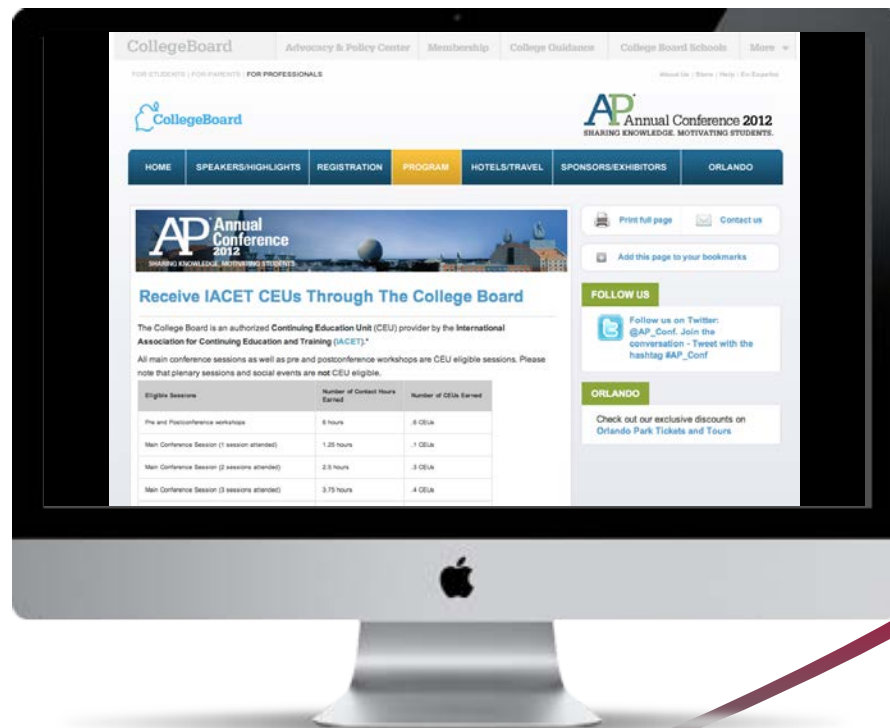
Jacqueline M. Gillie jgillie@collegeboard.org

Patricia Z. Smith Pat.Smith@sdhc.k12.fl.us

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